

HISTORY
of
LINCOLN UNIVERSITY

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TO THAT LARGE NUMBER
OF LINCOLN UNIVERSITY
STUDENTS WHO HAVE GONE
FORTH TO TAKE THEIR
PLACES IN THE WORLD OF
ACTION, THIS EFFORT IS
RESPECTFULLY DEDICATED.



PREFACE

This study was assigned to the writer by President Charles W. Florence in 1932, but because of the pressure of graduate work it was not begun until 1934. When the study had been brought down to 1880, it was the writer's misfortune to have all of the manuscript destroyed by one of the University's janitors, causing further delay in bringing the work to completion.

The purpose of THE HISTORY OF LINCOLN UNIVERSITY is to determine what factors have made the growth and development of the university possible. This school had its origin around the campfires of Camp McIntosh on the plains of Texas and it is probably the only land-grant college owing its origin to the soldiers of the Civil War while they were still in the service. These men stipulated that the school should be located somewhere in Missouri, a natural choice inasmuch as most of the members of the 62nd and 65th United States Colored Infantry, who sponsored the movement, were from Missouri.

The problem of organizing and financing the school was difficult and remained so until the State started giving aid in 1870. The school became a state normal school in 1879, and since that time has been supported by the State. Lincoln University is among the oldest of the Negro schools which developed out of the Civil War. It has remained small, and only in recent years has it begun to take a higher place among the schools of the country. This has been of great concern to the writer.

There probably will be disappointment in some quarters because very little has been said about the graduates. The reasons for this are, first, the available information concerning graduates is meagre, and, second, such information as could be gathered about Lincoln's 1,400 graduates and 14,000 former students would delay the publication of this volume beyond set limits and even make it unnecessarily bulky. The hope of the writer and Mr. Hadley Harts-horn, Lincoln alumnus now serving on the laboratory high school faculty, who is securing information on graduates, is to bring out such a study in the near future. In recording some events and leaving out others, it has been the purpose of the investigator to give a true picture of the school's history and to set forth an authentic

story. Footnotes have been used for ready reference by the curious and verification by future historians.

The author is indebted to several persons and instructors all of whom cannot be singled out. Several students on NYA projects have aided in securing material: Lucille Mitchell, class of 1935; Mary Frances Everhart, Class of 1938; Dorine Johnson, Class of 1935; Catherine Maulden, Ethel Camille Rhodes, Thelma Ursalyn Gipson, Helen Gertrude Whitley, Ernest P. Beam, Victor E. Travis, Ollie Lee Tutt, Mary B. White and Miss Sara J. Spencer, instructor in the Department of History. Miss Flora Odessa Freeman, instructor in the laboratory high school, read the entire manuscript except the last chapter. The author acknowledges his appreciation to the library assistants of the State Historical Society at Columbia, Mo.; the librarian and assistant librarian at the state library; to the assistants at the office of the State Department of Education, and to the librarian and assistants at Lincoln University. The study could hardly have been completed without the aid given by Mrs. Alberta Hall, secretary to the president of Lincoln University, who made many of the records available. The study on student mortality in the appendix was furnished by Miss Marguerite Hicks, recorder and secretary of the registrar's office.

If the study will expose undesirable features in educational institutions so they will be eliminated, the writer will have been well repaid.

W. S. S.

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SHERMAN D. SCRUGGS
President Since July 1, 1938

CHAPTER I.

THE FOUNDING OF LINCOLN INSTITUTE

THE CONCEPTION of the idea of founding a school in Missouri for the education of Negroes originated with colored soldiers in service during the Civil War. Lincoln University became immediately an unique exception to the general practice during the post-bellum era, of establishing Negro schools on the contributions of philanthropic whites.

The men who made up the 62nd and 65th Colored Infantries—the units which together set on foot the movement to establish what is now Lincoln University—were for the most part recruited from Missouri. The 62nd, organized at Benton Barracks in December, 1863, served in Louisiana and Texas until 1866. This regiment fought little, but valiantly and creditably, according to reports made by those in command. Most of its time, however, was spent in digging trenches under the summer sun at Baton Rouge, Port Hudson, Moganza, Brazas and Santiago. It served in the Civil War as did the labor units or the pioneer infantries in the World War. About four hundred of these men were killed on southern soil, giving their lives as readily and nobly as those who fell in battle.¹

The 65th United States Colored Infantry, stationed at Baton Rouge, Louisiana, did much the same work as did the 62nd. The contributions of the former were considerably smaller than those of the latter.

In January, 1866, while the 62nd Infantry Regiment was stationed at Fort McIntosh, Texas, about two hundred miles from the mouth of the Rio Grande, an order came from the War Department to re-form the regiment into four companies and to muster out of service the supernumerary soldiers—non-commissioned and commissioned officers. One of the officers mustered out of the service was Richard Baxter Foster, a First Lieutenant. While talking with Lieutenant Adamson, Foster was brought to realize that certain benefits had accrued to the soldiers during the service in the army. Some of the men of the regiment had learned to write and read, and it seemed to him quite reasonable that such training as had been

¹R. B. Foster, *Historical Sketch of Lincoln Institute*, an address given at the institution, July 4, 1871, 5.

going on should continue even after demobilization. Those interested in the project suggested to Foster that the regiment give enough money to start a school in Missouri and that he take charge of it. Foster, hesitant about committing himself, asked for time to consider the suggestion.² A meeting of the men of the ranks was held at Fort McIntosh, Texas, and the following set of resolutions was passed:

"Whereas, the freedom of the black race has been achieved by war, and its education is the next necessity thereof, resolved, that we, the officers and the enlisted men of the 62nd United States Colored Infantry (organized as the First Missouri Volunteers of A. D.) agree to give the sums annexed to our names, to aid in founding an educational institution, on the following conditions:

First, the Institute shall be designed for the special benefit of the freed blacks.

Second, it shall be located in the state of Missouri.

Third, its fundamental idea shall be to combine study with labor, so that the old habits of those who have always labored, but never studied, shall not be thereby changed and that the emancipated slaves, who have neither capital to spend nor time to lose, may obtain an education."³

A committee was then formed, composed of Surgeon C. Allen, Captain Henry R. Parson, Captain Harrison Dubois, First Lieutenant A. M. Adamson, and First Lieutenant R. B. Foster. This group was empowered to add such other members as might be necessary.⁴ Dr. Allen, a man of high character and influence, contributed \$100.00. This act on the part of Dr. Allen no doubt influenced others, for Colonel Barret and Lieutenant Colonel Branson each gave a similar amount. These gentlemen were not with the regiment at the time, but were interested in the project of founding a school which the men of their old regiment had begun.⁵

The lieutenants of the 65th Infantry gave \$50.00 each and officers of higher rank gave \$100.00. First Sergeant Brown, Company D, gave \$75.00; Sergeants Curd, Bergamire, Alexander and Moore gave \$50.00 each, and others of the non-commissioned officers gave smaller amounts ranging from \$25.00 to \$5.00. The

²R. B. Foster, *op. cit.*, 6.

³Anon., Centennial Exhibit, 1876, found in vaults of Lincoln University business office.

⁴*Lincoln University Quarterly*, Vol. I. (1922), No. 2, 2.

⁵Foster, R. B., *op. cit.*, 7.

total amount contributed by the officers of the 62nd Infantry was \$1,034.50, while the men of the same regiment contributed \$3,966.50. Some of these soldiers gave money at a great sacrifice. One Samuel Sexton, a member of the 65th Infantry earning only \$13.00 a month, gave \$100.00. Foster thought highly of such an act and commended it to others.⁷ The fact that the regiment, which was paid only a nominal sum per month, could contribute more than three thousand dollars is an indication that there were others whose interest and sacrifice rivaled that of Sexton. The contribution from the 65th Infantry amounted to \$1,379.50.

There were two conditions upon which the gifts were made from the regiments: one was that the school should be established in Missouri and the other was that it should be opened to colored persons.⁸ This did not mean that the persons of other races could not attend the school, but that it had been established especially for the benefit of the Negro. The founders felt that, because of a serious need for a school for Negroes in Missouri, it was their duty to establish one. Major-General Giles A. Smith at the headquarters of the First Division of the 25th Army Corps, stationed at Brownsville, Texas, heartily endorsed the scheme on January 27, 1866. He said the committee which had the work in hand was cordially approved and recommended it to the favorable consideration of philanthropists. He had confidence in the men whose hands the regiment had placed the matter and he felt sure they were friends of the Negro.⁹ The movement was endorsed also by W. T. Clark, Camp Commander. He thought the movement was one which every philanthropic man in the country could support. He endorsed it heartily, approved all that General Smith had said, and thought the aim a worthy one.¹⁰ Major-General Clinton G. Fisk said that the plan was a worthy one and probably the most effective that could be undertaken for the education of the race. He zealously recommended the measure to the support of all parties interested in the amelioration of the condition of the blacks.¹¹

The project of establishing a school for the benefit of Negroes in Missouri was very important; it was endorsed not only by the subordinate officers but by the superior officers as well. These endorsements no doubt had much influence on the public.

⁷*Unpublished History*, 11.

⁸Foster, R. B., *op. cit.*, 7.

⁹Foster, R. B., *Ibid.*, 12.

¹⁰*Unpublished History*, 13.

¹¹*Lincoln University Quarterly*, Vol. I. (1922), No. 2, 1. Endorsement was given in 1866.

¹²*Ibid.*, 2.

The work which had been begun at Fort McIntosh on January 14, 1866, was continued in St. Louis. It was agreed that two or three persons of influence who were interested in the education of the Negro should be added to the committee. Foster and Parsons considered several men of St. Louis as possibilities, all of whom had expressed more than passing interest in the advancement of their Negro brethren. They were: Mr. Fishback, Dr. Post, Dr. Eliot, Mr. J. W. McIntyre, and Mr. James E. Yeatman. Two of them, Mr. McIntyre and Mr. Yeatman, agreed to become members of the informal committee, and to help raise money for the project.¹² Yeatman became treasurer and remained in that position for four years; McIntyre was made secretary. Governor Fletcher later joined the organization and did much to aid in the progress of this enterprise. Foster was sent to eastern states to solicit funds from philanthropists.

At the same time another effort was made in the interest of Negro education in Missouri by the Methodist Episcopal Church.¹³ Their plan had progressed as far as the appointment of a board of trustees, which considered plans and formulated definite ideas for the establishment of a school. A conference between the board of that institution and the committee of Lincoln Institute concluded that a small offering should be made toward Central University on the condition that a school open to colored pupils would be started at once.¹⁴ The committee for Lincoln Institute agreed as a unit in favor of it. Some of the members of the Central University board vigorously opposed the idea and it was dropped, thereby losing the opportunity of establishing the school near St. Louis where the bulk of the Negroes were and still are. The purpose which the soldiers had in mind was the creation of an industrial school which would be able to serve its patrons better in a small town like Jefferson City. With the collapse of this project, there was little else to do but go on with Lincoln Institute, as the committee interested in Lincoln Institute saw it.

On February 20, 1866, the committee working in the interest of Lincoln Institute was supplanted by a Board of Trustees. It was composed of James E. Yeatman, J. W. McIntyre, both of St. Louis; R. B. Foster, Henry Brown, Harrison Dubois, W. R. Parsons, C. Allen and A. M. Adamson. The duties of the board rested upon Yeatman, McIntyre, Foster and Brown, because the others were never able to meet with them for the transaction of business.¹⁵

¹²Foster, *Historical Sketch*, 8.

¹³*Ibid.*, 9.

¹⁴Foster, *Historical Sketch*, 8.

¹⁵*Unpublished History*, 11.

The first action of the new board of trustees was to have the school incorporated under that part of the law of the state relating to Normal Schools.¹⁶ The Articles of Incorporation were presented to the Cole County Circuit Court, June 25, 1866, as follows:

"State of Missouri, County of Cole, in vacation, Circuit County Court, Cole County.

"Whereas, William Bishop, R. A. Parker, J. Addison Whitaker, Emory S. Foster, R. B. Foster, Thomas C. Fletcher, R. F. Wingate, Henry Brown, Arnold Krekel and James E. Yeatman have filed in the office of the Clerk of the Circuit Court, the Articles of Association in compliance with the provisions of an act concerning corporations under the name and style aforesaid, with all the powers, privileges and immunities granted in act above named.

"By order of the judges in vacation.

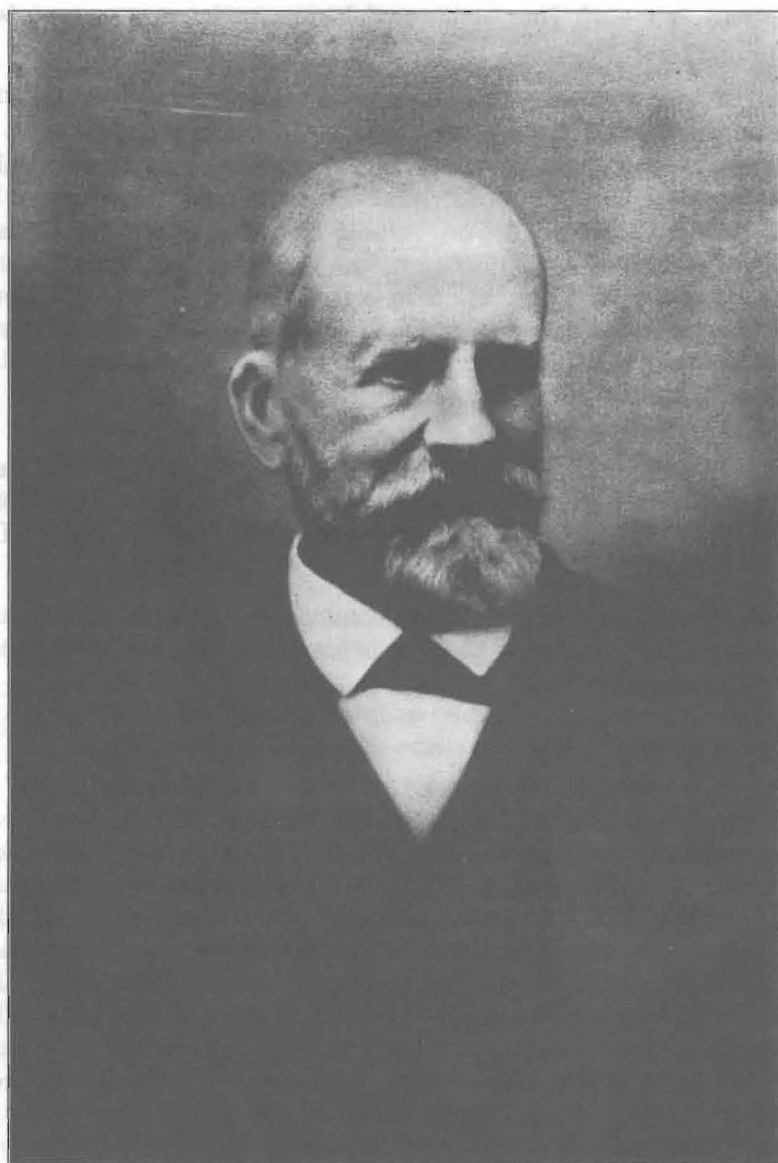
"In testimony Whereof, I, William H. Lusk, Clerk of said Court, have hereunto set my hand and seal of said Court, done at office in the City of Jefferson this 25th day of June A. D., 1866. Signed William H. Lusk."

From the time that the first committee had been organized, January 14, 1866, to the time of incorporation, June 25, 1866, there had been many changes in board personnel.

In the same year the Board adopted a constitution by which it was to be governed, the provisions of which were as follows:

"The name of the association was to be called the Board of Trustees of Lincoln Institute. The purpose of this board was to establish in or near Jefferson City an educational institution which should be open to colored people. It was not to be closed to others, but its special interest was the education of the Negro race. The board was to consist of ten members whose terms of office and manner of election were to be fixed in the by-laws which were to be adopted from time to time. The officers of the board were such as were common to organizations of its kind. The officers were to keep office until such time as their terms were ended by the board and were to carry out such duties as were imposed upon them by the main body. Five members constituted a quorum to transact the business of the Board of Trustees. Extraordinary business, such as authorizing the transfer of real estate or the changing of the constitution, required the complete board. The test of

¹⁶*Statutes of 1865 (Missouri) Chapter 70.*



R. B. FOSTER
Principal, 1868-1870; 1871-1873

religion could not be invoked in the election of teachers or the admission of students in the school."

The constitution by which the school was to be operated was clearly set forth and, with only a few changes in the by-laws, it has remained the same until the present writing.

After organization and incorporation, the board was ready to do business. The amount of money on hand was six thousand dollars, one thousand of which had been donated by non-soldiers." Foster was ordered to begin school in September, 1866, as principal. The project which had begun in Fort McIntosh was soon to become a reality. It was not easy to begin school because the quarters were inadequate and there was no equipment. Two colored churches were the only places worth considering for holding classes and one of these, the Baptist Church, was already being used as a school by a missionary society. Foster then offered to recondition the Colored Methodist Church and pay rent on it in exchange for its use as a classroom and administration building. We are not told what the rent was to be. The trustees of the Methodist Church agreed to the proposition but the minister refused Foster the use of the church on the ground that the teachers would all be Negroes.

Then Foster applied to the white Methodist Episcopal Church—called by some the Northern Methodist—for the use of the basement of that church, making the same offer which had been made to the Negro Methodist Church. The trustees of this church agreed but the minister refused because all the pupils would be Negroes. With every possible church channel closed to him, Foster then applied to the township's directors for an old building with two rooms twenty-two feet square. In this dilapidated structure, on September 17, 1866, began Lincoln Institute with two pupils, Henry Brown and Cornelious Chappelle.²⁰ It was not long, however, before the building was filled, indicating the active desire on the part of the Negroes for mental improvement. The school became so crowded that an assistant teacher, Mr. Festus Reed, had to be secured.²¹ He was compensated for his work by the sum of \$200.00. In this modest way, Lincoln University began its work.

Many problems attended the opening of Lincoln Institute. The most trying was that of securing finances to keep the project in operation. Upon assuming his duties as principal, the position of

²⁰*Lincoln University Quarterly*, Vol. I. (1922), No. 2, 4.

²¹Foster, R. B., *Historical Sketch of Lincoln Institute*, 9.

²²Address of R. B. Foster, July 7, 1871, 10.

²³*Lincoln University Quarterly*, Vol. I., No. 2, 11.

financial and publicity agent became vacant. The vacancy was soon to be filled by a promising young Negro, then studying at Adrian College in Michigan. He was Charles A. Beal, often referred to as a pulpit orator. He dedicated his life to Negro education and decided to cast his lot with some former slave states. He and a schoolmate, W. H. Payne, wrote to several of these states, among them Missouri. The letter was sent to Governor Thomas Fletcher whose secretary, C. C. Draper, passed the letters on to Principal Foster of Lincoln Institute.²² Splendid endorsements accompanied Beal's application. Foster wrote to Beal that he would be glad to have him work at the school if it could be arranged.

Governor Chaflin of Massachusetts recommended him highly. Foster, who was in need of teachers at the time, wrote Beal and Payne that he would be glad to employ them if they could arrange to have their salaries cared for. He probably meant if they could induce some of the missionary organizations to assume the responsibility for their salaries. Payne came as a teacher and was made principal and Beal was made field agent. After Beal began his work he made a good impression upon those whom he met. He was endorsed by some of the best known persons in the country. He was recommended highly by Governor Chaflin of Massachusetts who felt the undertaking was a worthy one and one in which all persons who were in sympathy with a program to fit Negroes for the duties of citizenship might contribute.²³ There were others who were willing to give aid, also.

Frederick Douglass, the best known Negro in the country at that time and considered the leader of the race by many, said that he would gladly commend the mission of Mr. Beal.²⁴ There came recommendations from many others, especially Henry Ward Beecher, who said he cordially commended Lincoln Institute and its agent, Mr. Beal, to his friends and parishoners.²⁵ With such recommendations as these, Rev. C. R. Beal was gladly retained and immediately went about his work. Beal began lecturing for the school in the year 1868.

Beal seems to have been successful in his undertaking. From the churches and individuals, he was able to raise six thousand dollars, which was used in wiping out the indebtedness of the institution and equipping the first main building.²⁶ Payne says that after

²²*Bits of History*, Letter to President Young, by W. H. Payne, undated.

²³*Unpublished History*.

²⁴*Ibid.*

²⁵*Ibid.*

²⁶*Ibid.*

all expenses were paid, \$1,200 remained, and that was placed in the treasury of Lincoln Institute.²⁷

In recording the early efforts to create Lincoln Institute, the official historian gave an imposing but complete list of those who contributed to the enterprise. Some of these gifts came from Negroes who could read and write, but by far the larger portion came from the less literate. Some did not sign their names or the agents or collectors were not careful to write their names. Others simply signed with a cross. Whatever chance the Negroes in general had to acquire an education before the war was lost with the enactment by the state legislature in 1847 of the drastic law making it a crime for anyone to teach Negroes to read and write. Thus a large part of the contributors could do little else than draw crosses. One who contributed to this edifice was Jesse James, the famous outlaw, who gave five dollars at one time and ten dollars at another time. Without these means the school could not have gone on, Milton Turner tells us.²⁸

There was much difficulty in keeping the school going in spite of the money that was coming in. When Lincoln opened, it did not have to begin in a barren field, where there had been no education before. There had been in existence in Jefferson City, a Negro school taught by Miss Montague, Miss Hess, Miss Buffington and Miss Manuel, benevolent white women. These women had to suffer social ostracism as was the case with those New England white men and women who devoted their attention to the instruction of southern Negroes after the Civil War. They went on with their work amid the jeers of the thoughtless, instructing such children as were entrusted to them, without pay.²⁹

²⁷*Ibid.*

²⁸*Centennial History of Missouri, 1820-1921. Vol. I., 682.*

²⁹*Lincoln University Quarterly, Vol. I., No. 2, 3.*

CHAPTER II.

PERIOD OF DEVELOPMENT: 1868 to 1870

THE FIRST administration with Foster at the helm was indeed a trying one. In fact the two initial decades of the school's history might be termed the period of struggle. Foster, by birth, was well suited for his work. He came from an old New England family which had emigrated from Ipswich, England, to that section before the Revolution. His first American ancestor was Thomas Foster, son of the rector of a church in Ipswich, England, who came to Dorchester, Massachusetts, in 1634. He soon got into the thick of the resistance to colonial governors. In 1634, he was made a sergeant in an impromptu regiment, ready to risk all for the charter and the liberty of the inhabitants of Massachusetts. His father was Richard Foster, who took the Assistance Test, as a token of his allegiance to the new undertaking for liberty, and enlisted in the Continental Army. In the Civil War, Richard Baxter and three of his brothers fought for the same cause, freedom, and two descendants died on the battlefield. In the World War, at least two of Richard Baxter's grandsons fought for liberty and democracy. Foster came from a family of patriots. Richard Baxter was born in Hanover, New Hampshire, October 25, 1826. His mother was Irene Burroughs, a scholarly woman. He studied under his brother Daniel, at Hopkinton, Massachusetts, and at his home and then entered Dartmouth College in the class of 1851.¹ He left in 1860, but was given his bachelor's degree in the class of 1867. From 1850 to 1853, he was a teacher in Illinois and Indiana.²

When confusion reigned in the country before the war, he became a free soldier and took part in the John Brown raid upon Fort Titus in 1856.³ In 1862 he volunteered in a Nebraska outfit for service with Union troops. He later applied for service with Negro troops and was commissioned first lieutenant of the 63rd U. S. Volunteers.⁴ He was in command of the rear guard at the battle of

¹Letter from Herbert D. Foster to N. B. Young, 1924, at the time the former was a professor at Dartmouth College.

²*Unpublished History.*

³Letter from Foster to Young.

⁴*Ibid.*

Palmetto Ranch, Texas, May 25, 1865.⁵ He had shown his interest in Negroes by asking to be transferred to a Negro unit of the army.

His work in the establishment of Lincoln Institute was probably the greatest accomplishment of his career.

The school opened with two departments, preparatory and normal. Normal schools at that time covered a "multitude of sins." They were not strictly teacher-training schools. Such institutions that were not public and had not reached the place where they could be called colleges were designated as Normal Schools or Universities, whether there was any reason for it or not. The list of subjects offered in the Normal Department is as descriptive as it is revealing. During the first year of the school's existence the subjects were Orthography, Reading, Phonetics, Mental Arithmetic, Written Arithmetic, Geography, Constructive Language, United States History, Physical Geography, Map Drawing, Penmanship, Vocal Culture, Elocution, Composition, Vocal Music, Synthetic Drawing and Calisthenics.⁶ This curriculum was on the whole maintained in after years. In the fourth year, history was dropped in favor of political economy. There is every reason to think that they were elementary not only in title but also in treatment, for most of those who applied for admission were able to do only elementary work.

The school had on its shelves about eight hundred volumes, a fair-sized library for a young school. Many of these were textbooks of various kinds. All students had access to these books under suitable regulations, one of which was that the student could take the books out of the library between one-thirty and two o'clock on Saturday.⁷ We are told also that the library contained a good assortment of wall maps. It is very probable that the library counted for little as a means of instruction, the class work being done wholly by the textbook method.⁸

The government of the school was based upon the principle that not literary culture only, but the adoption of orderly habits and right principles of action were necessary for a good education. The faculty was scrupulously kind and parental, but it was also strict and just. The school was much concerned about where the students should spend their time, and where they should go when they were off the grounds. There was a regular time set aside for

⁵*Ibid.*

⁶*Lincoln University Quarterly*, Vol. I. (1922), No. 2, 7.

⁷*Ibid.*, 7.

⁸As late as 1921 the library was open only when a teacher felt like opening it.

students to study and to maintain quiet. There were probably many other regulations which have not come down to us.

When the school opened in 1868, a shortage of money faced the administrators. Foster applied to the Board of Education for the privilege of instructing the Negro children in Jefferson City and asked also that he be allowed to instruct children entitled to free education under the law and to charge all other pupils one dollar per month. The Board of Education agreed to this proposition and promised to pay Foster \$75.00 per month. His monthly salary from Lincoln Institute was \$15.00 per month. The board also commissioned Foster to take the census of the Negro children during the holidays, an arrangement that was continued to the end of his administration."

W. H. Payne was invited to come to Jefferson City and work in Lincoln Institute on the condition that he would provide for his own salary. It seems rather peculiar that a man would be asked to come to take a place upon a faculty and be asked to pay himself. Payne, however, was able to get the American Missionary Association to contribute \$400.00 for his salary. When he came to Jefferson City, Foster was teaching in the Public School System and the Institute was without any building of its own.⁹ Payne was assigned to teach in the building used by the Colored Baptists, an old frame building formerly used as a stable.¹⁰ This would indicate that the first days of Lincoln Institute were quite trying and such was the fate of most Negro colleges begun on non-philanthropic contributions.

As poor a condition as Lincoln Institute presented at the time, it received the commendation of the State Superintendent of Public Instruction. In his annual report of 1868, in referring to Negro schools, he appended a special note about Lincoln Institute. This school, he thought, showed energy and ability on the part of the instructors. He recommended that, if it were possible, the state should give assistance to the school and make it a place for training colored teachers exclusively.¹¹

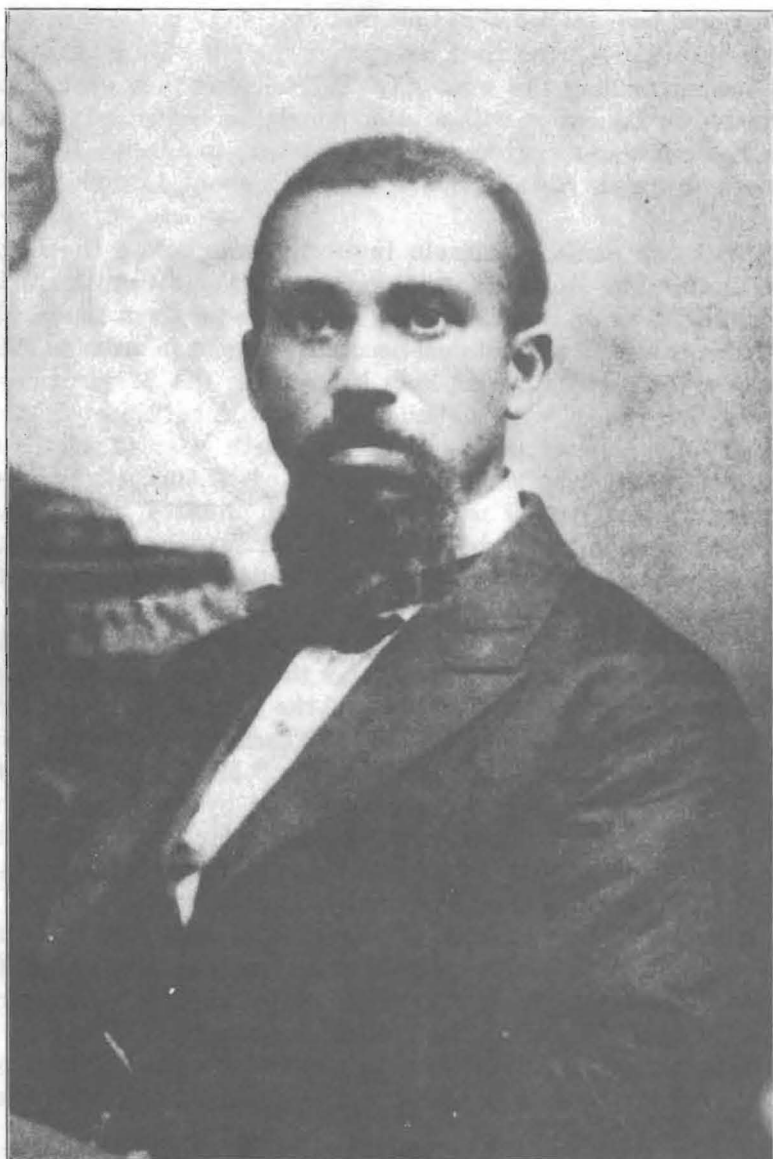
In 1869 the school was attracting some attention. In this year, a bill was offered in the legislature by Representative L. A. Thompson of Montgomery County to enlarge the University of the State of Missouri by establishing the Department of Agriculture and Mechanic Arts and provide for the maintenance of the same. This

⁹*The People's Tribune*, Jefferson City, January 1, 1868.

¹⁰Letter from Payne to Young written after 1923.

¹¹*Ibid.*

¹²*Report of State Superintendent of Public Schools, 1868, 10.*



W. H. PAYNE
Principal, 1870-1871

same bill provided for establishing Lincoln Institute in Cole County.¹³ It did not say what was to be the nature of the Institute, but said that it would be established in Cole County.

This bill was read the first time; then the rules were suspended for a second reading the same day. The bill was then sent to the Committee on Education with a recommendation that it be printed.¹⁴ When the bill was reported, the part relating to Lincoln Institute had been dropped. Nothing more was said about Lincoln at this time.

In 1870, the name of Lincoln Institute came before the Legislature again. The State Superintendent of Public Schools in his report of 1870 again requested that assistance be given Lincoln Institute. He said that a great deal need not be spent in order to make this school one which would help Negroes in the preparation of teachers. This school, with no buildings and with sufficient funds to maintain only one teacher, was in its fourth year of successful operation and had an endowment fund of \$7,000. It, however, operated upon a small scale, and with limited means was doing good work in the right direction.¹⁵ The Superintendent looked upon this as the only way that the state could establish schools for Negroes.

In January, 1870, in Jefferson City, a meeting was held by the leading Negro citizens of the state for the purpose of petitioning the General Assembly to grant part of the federal land to Lincoln Institute. The Morrill Act of 1862 gave to each state 30,000 acres of land for every senator and representative.¹⁶ Missouri's share was 330,000 acres which were to be distributed by the Assembly of 1870.¹⁷ The Negroes petitioned the legislature for two things: first that Lincoln Institute should be given part of the federal land and second, that the school should be made a state normal school.¹⁸

In response to this demand, the State Superintendent of Public Instruction asked that better educational facilities be provided for Negroes. Representative J. B. Harper of Putnam County offered a resolution to the effect that when the Board of Trustees of Lincoln Institute would consent to convert the school into one for the training of Negro teachers for public schools and would

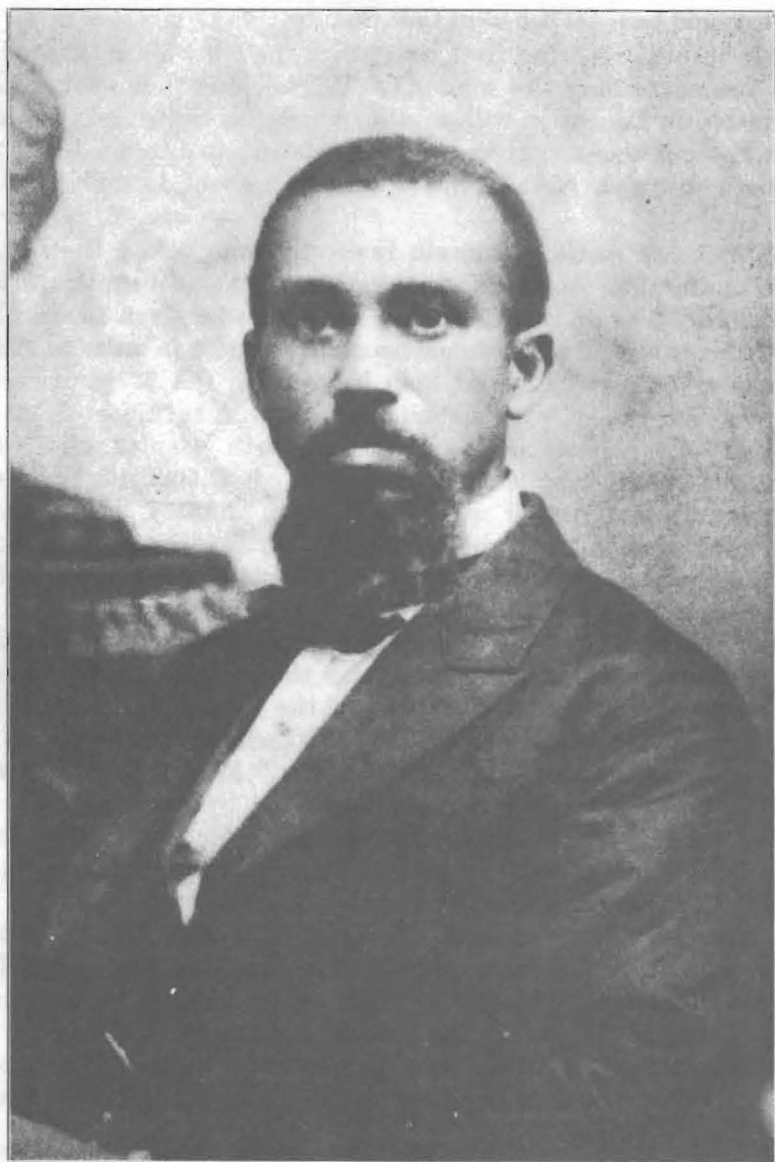
¹³*Journal of the House of Representatives*, Regular Session, 25th General Assembly, 150.

¹⁴*Lincoln University Quarterly*, Vol. I., No. 2, 5.

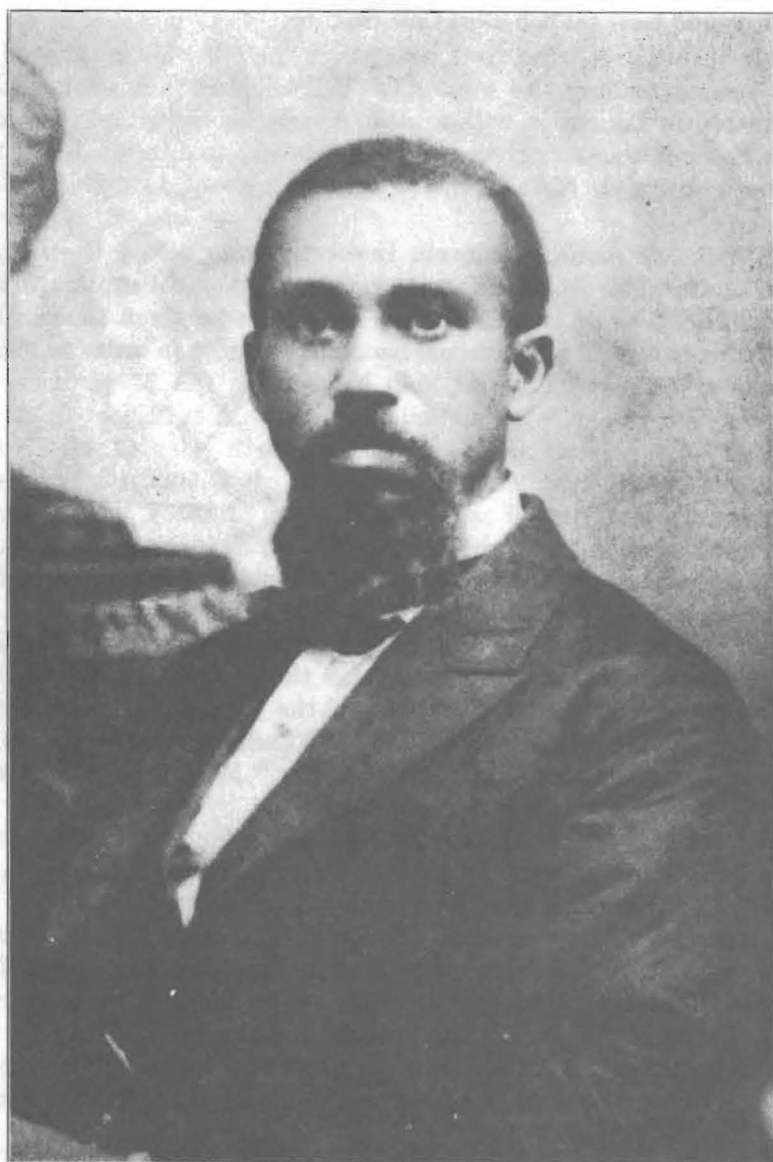
¹⁵*Report of the State Superintendent of Public Schools*, 1870, 36.

¹⁶F. L. Paxson, *History of the American Frontier*, 474. The Morrill Act was sponsored by Senator J. S. Morrill for the benefit of agriculture and mechanical education.

¹⁷*Lincoln University Quarterly*, Vol. I., No. 2, 15.



W. H. PAYNE
Principal, 1870-1871



W. H. PAYNE
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certify under oath that it held in trust for such purpose sufficient buildings and grounds valued at not less than twelve thousand dollars, the state would lend its aid. This resolution was approved by both Houses and became a law. The Board of Regents created by the act was authorized and required to receive control of the Institute and manage it as a State Normal School. Whenever the above-named provisions had been complied with, the state treasury was authorized to give to the regents of Lincoln Institute not less than \$5,000 per year to be paid semi-annually.¹⁸ The legislature refused to consider the resolution until the Committee on Education had reported on House Bill 688, which included provisions for a State Normal School for Training Negro Teachers. The Committee on Education reported the bill favorably. A substitute motion by Representative J. B. Harper to establish a Normal Department at Lincoln instead of making it a State Normal School, was turned down.¹⁹ The bill passed by a vote of 99 to 3.²⁰ It was sent to the Senate for concurrence. The Senate reported to the House on February 14 that it had passed House Bill 688.²¹ It was forwarded to the Governor and signed by him on the same day.²² The state under the act had provided normal school training for Negro teachers but it must not be supposed that Lincoln Institute was a state normal school as the bill seemed to indicate. It was simply a private school in which normal training was given. A supplementary and explanatory act, passed on March 16, specified that no warrant could be drawn until the treasurer of Lincoln Institute had filed a bond of \$10,000 with the state auditor as a surety for the faithful and proper application of all such money.²³ These acts were to go into effect when \$15,000 had been assured by the trustees to the state.

The school's financial condition made the outlook for the institution very discouraging indeed. Several good organizations came to the rescue of the school. The Western Sanitary Commission donated \$2,000.00 from its funds; the Refugee Freedmen's and Abandoned Land Fund, \$6,000.00, and the Freedman's Bureau, \$2,000.00. There were liberal donations by persons in the East.²⁴ The school

¹⁸*House Journal*, Adjourned Session of the 25th General Assembly, 1870, 438.

¹⁹*Ibid.*, 439.

²⁰*Ibid.*, 440.

²¹*Ibid.*, 450.

²²*Ibid.*, 455. The Governor wrote the following letter: State of Missouri, Exec. Dept., City of Jefferson, February 14, 1870. To the Speaker of the House of Representatives, Sir: I have this day signed House Bill of the following title: An Act Establishing a State Normal School for Colored Teachers. Respectfully, J. W. McClurg.

²³*Laws of Missouri*, 1870, 138.

²⁴*Lincoln University Quarterly*, Vol. I., No. 2, 6.

was now in a position to meet the demands of the state and comply with the law.

The Institute asked that part of the government land be given to it since the original purpose of the founders of the institution was to make it an agricultural school. As proof of this, it was claimed that the trustees had invested the contributions of the soldiers in 362 acres of land about three miles from Jefferson City.²⁵ The Board of Trustees had in mind establishing an agricultural college, building up a self-governing community, and carrying out the desire of the founders of the school in providing a place where students could learn to labor and study.²⁶ The 362 acres were what was known as the University Farm, which has since been sold and transformed into an attractive residential section known as Wagner's Addition. The Trustees acquired certain other lands before 1880. In 1870 the board purchased for \$600.00 from R. B. Foster and his wife, Lucy R. Foster, two-fifths of Outlot Number Nineteen, containing about two acres, which faced on Atchison Street.²⁷ In 1871, the Board of Trustees purchased from the same owners another three-fifths part of Outlot Nineteen, about three acres, also facing on Atchison Street, thus making the complete amount of land purchased from R. B. Foster and Lucy R. Foster equal to one complete outlot. Another plot, held by Sarah Foster,²⁸ contained about three acres fronting on Atchison Street, and for this plot the Trustees agreed to pay not more than \$600.00. This same year the State of Missouri purchased from P. T. Miller and his wife, Maria L. Miller, of Cole County, for \$1,000, Outlot Twenty, with the exception of one half-acre fronting on Chestnut and Dunklin Streets.²⁹ This gave the school virtually two complete outlots. In 1875, another piece of property was added to Lincoln Institute—Outlot Twenty-one purchased for \$850.00³⁰ from H. W. Long, who previously had bought it from Peter Myers, sheriff of Cole County, on November 15, 1875.³¹ The land acquired in this last transaction is the land now occupied by the school buildings.

Payne had come to teach at Lincoln the previous September at the invitation of Principal Foster, but found that there was no building in which to teach. Foster had arranged for Payne to begin his work in the Colored Baptist Church. At the same time, Payne's

²⁵*Ibid.*, 4.

²⁶*Ibid.*, 5.

²⁷Warranty Deed (Book 10, 595, filed on May 13, 1870).

²⁸Warranty Deed to Lincoln Institute, 1871, Book I., 278.

²⁹*Ibid.*, Book I., 188, Filed November 14, 1873.

³⁰Warranty Deed to Lincoln Institute, 1871, Book 4, 630.

³¹Warranty Deed to Lincoln Institute, 1871, Book 4, 332, 333, 334.

sister, Fannie Payne, came to aid her brother in his work here. The church was then in an old frame building once used for a stable. It stood near where the Missouri Pacific Railway depot now stands. In a short while the Baptist congregation bought a little brick church in the southeastern part of the city. The school was moved there and remained there until its new building was completed.³² Payne was in charge of the school in 1870 while Foster was teaching in the public school. Payne was the first Negro principal of Lincoln Institute. Payne says that he charged no tuition to the old or young, but with the help of Beal, the field agent, was able to meet all expenses; that is, their own salaries and other costs of running the school. Besides he was able to add \$1,200.00 to the treasury of Lincoln Institute.³³

Foster was able to influence the trustees of Lincoln Institute to hire him at an annual salary of \$1,200, just enough to absorb what had been accumulated. Payne was elected principal of the city school for Negroes at \$75.00 per month from the city and \$5.00 from Lincoln Institute. He was to be entered in the school catalogue as Professor of Latin and Mathematics. Beal was to continue his work on a commission basis. Payne refused this offer and ended his connection with Lincoln Institute. He settled first at Lebanon, Missouri, where he studied law in the office of Judge Wallace and later took charge of the Negro Public Schools of Lawrence, Kansas, where he continued his law studies at the University of Kansas.³⁴

In 1871 the Institute was able to erect its first building, a sixty-by-seventy-foot structure, three stories high, with a basement and furnace.³⁵ It was supplied with flues in order to allow substitution of stove heat should the furnace become defective. The money for its erection, we are told, came out of the following funds: the money contributed by the soldiers; the money collected by two agents, Beal and Lane; \$8,000 from the Freedman's Bureau;

³²*Bits of History*, undated letters to N. B. Young from W. H. Payne.

³³*Bits of History*, *op. cit.* The trouble with this account is that it was not given until after the year 1923 because N. B. Young did not take over the school as president until after that year.

³⁴*Bits of History*, *op. cit.* Payne accused Foster of squandering the Institute's money. Of the money entrusted to him by the soldiers, he had used \$2,000 to buy a home for himself, had loaned \$2,000 to the white Presbyterian Church in Jefferson City, and had paid \$2,000 for forty acres of ground owned by a Negro about a mile from the city. Payne did not think this worth \$500 as it was covered with rock, a small log house and a few peach trees. Payne seems slightly in error when the amount given by the soldiers was stated at six thousand. He probably referred to what was left by the soldiers and other sources.

³⁵*Lincoln University Quarterly*, Vol. I., No. 2, 9.

\$2,000 from the already mentioned Western Sanitary Commission,³⁶ and various donations from churches and individuals.

The school year was divided into three terms or quarters, the first of which began in September and continued sixteen weeks until Christmas. The second, or winter, term began on the first Monday of January, unless it was the first day of the year, in which case school would open the next day, and continued for twelve weeks. There was a vacation of two or three weeks during the holiday between the fall and winter terms and a vacation of one week between the winter and spring terms.³⁷ These terms were unequal in that the fall term was longer than the others, yet there was something natural about the term closing just before the holidays in order that the students could enjoy their vacation.³⁸ The school is now operated on the semester system.

In 1871, Foster was not re-elected to the principalship. He blamed a Mr. Whitaker, a member of the board, for this action. Foster's friends claimed that Whitaker voted against Foster because the latter had voted against Governor McClung. Foster repeated that accusation at a meeting of the Board and charged further that Whitaker had employed dishonorable means in securing his ouster. Whitaker, thereupon, spat in Foster's face. For such conduct, Whitaker was expelled from the board. Foster gave as his reason for leaving Lincoln Institute, that he was in need of a rest for his health.³⁹

³⁶Foster's *Historical Sketch*, 12.

³⁷*Lincoln Institute Catalogue* (not a quarterly), 1871-1872.

³⁸*Historical Sketch* by Foster, *op. cit.*

³⁹*The Jefferson City People's Tribune*, August 16, 1871. The minutes of the Board are not available before 1873.

CHAPTER III.

THE ADMINISTRATIONS OF SMITH, MITCHELL AND CLAYTON

THE choice for Foster's successor fell upon Rev. Henry Smith, A. M. As the third head of Lincoln Institute, he was the unanimous choice¹ of the Board of Trustees.² He was born in the state of New York in 1822 and taught for one year in that state. He was graduated from Oberlin College in 1850, and then attended a seminary and graduated in theology in 1853. He taught two years in Farmers College near Cleveland, Ohio.³ No record remains of his occupation prior to assuming the Lincoln post. Elected at the same time was the first assistant teacher, Miss Alice M. Gordon, who served for two years. The others who were on the faculty at that time were Miss Matilda Blackman, who served part of the time without pay and the rest of the time as a teacher for the American Missionary Association, and W. H. Miller, A. B., whose connection lasted only one year (1871-1872).⁴

The enrollment reached 216 but a large percentage were from Jefferson City. Students from Jefferson City were permitted to enter the elementary grades in Lincoln Institute for the reason that there were no facilities provided for them in the city. The years 1872 and 1873 saw the number enrolled reach 183—87 girls and 96 boys. At this time those in the elementary grades from Jefferson City were excluded because the city had now provided facilities for such students. There were 101 students outside of Cole County which indicated the school was extending its influence. The students came from forty counties in the State of Missouri and four other states of the Union. The enrollment for the year 1873-1874 had decreased from the preceding years to 126. The reason for this is not known.

The faculty for the year 1872-1873 was composed of Professor Smith as principal, Miss Alice Gordon, Miss Matilda Blackman, Miss Lottie Harrison, and Mrs. Sophie Smith, wife of the principal.

¹*The People's Tribune*, Jefferson City, Missouri. August 16, 1871.

²Foster, R. B., *Historical Sketch of Lincoln Institute*, 17.

³*Lincoln University Quarterly*, Vol. I., No. 2, 11.

⁴*Ibid.*

In 1873-74 the faculty was almost wholly new. The only old members left were the principal and Miss Alice M. Gordon. The other members were Professor J. C. Corbin, former Superintendent of Public Instruction in Arkansas; Mrs. Sarah Barnes, a graduate of the Normal School of Oswego, New York; Mrs. Ella Billings of Oberlin, Ohio, and Miss Lizzie Lindsay, who was educated in the high school of Princeton, Illinois. Mrs. Lena Sassun taught Music and five students were employed to help in instruction.

Foster, who had resigned, was re-employed to carry out the project of securing a fund of \$20,000 to make the necessary improvements at the school. There was a need for more money to employ teachers to build a boarding house and to improve the general efficiency of the school. It was made known that an unconditional gift would be gladly received. The subscription could be so made that the money would not be used until the entire amount had been pledged. Foster made addresses in both Philadelphia and Boston.⁵ Even though he no longer was principal of the school, his interest in the welfare of the school was enduring and he continued soliciting funds for some time.

A course of lectures on civil government and political economy was given for the students of the normal department by Judge Arnold Krekel of the United States District Court.⁶ There were other lectures on teaching and allied subjects given by the principal and teachers.

The school was constantly in need of money in spite of the great effort to keep it out of debt. In 1870 Nicholas Bell was elected to the General Assembly from the Fifth Ward of the City of St. Louis. In December of that same year Charlton Tandy, a Negro of St. Louis and a man of some education and much common sense, called upon Bell at his office in the interest of his race. Tandy, when asked what he thought the solution of the race problem might be, replied that education was the only way the race could be prepared for citizenship. He believed that unless education could be provided for these three million Negroes who had just come out of slavery, it would have been better for them to have remained in slavery. He desired that Bell should sponsor a bill which would allow Negroes to attend the public schools of the state with other citizens and benefit by the school funds. Such a bill was prepared and introduced by Bell. Tandy accompanied Bell to

⁵Foster, R. B., *Historical Sketch*, 12.

⁶*Lincoln University Quarterly*, Vol. I., No. 2, 7.

Jefferson City and he was appointed a messenger in the legislature. Soon after his arrival Tandy paid a visit to Lincoln Institute and found that it was practically out of funds and in grave danger of being closed. He reported as much to Bell, who then visited the school and examined the records and had a conference with the principal. The principal, Foster, who was still at the head of the school, felt that if the school could be given a little help—about five thousand dollars—it could get along. Bell came to the rescue of the school by presenting a bill to the legislature, which gave some assistance. There was a public meeting also held in the House of Representatives at Jefferson City on March 10, 1870, for the purpose of raising funds for the school. Governor J. W. McClung presided and many of the representatives were among those who subscribed.⁷ These incidents give some idea of the tremendous financial struggle the school experienced. Bell continued his interest in the school at a time when every bit of effort, no matter how little, was needed to enable the school to keep its doors open.

The closing exercises on June 21 of this year (1872) were considered encouraging for a struggling institution. The program differed from any held before at the school. It consisted of declamations, recitations, compositions and dialogues, interspersed with vocal and instrumental music. Part of the program was rendered at two-thirty in the afternoon and part at eight in the evening.⁸ The *People's Tribune* of Jefferson City said that the exhibition was attended largely by citizens, members of the legislature, and students of Jefferson City. More than a few, still skeptical of the value of Negro education in Jefferson City, were among the merely curious.⁹ The editor said that the compositions were well written and the music smoothly rendered. These exercises received much applause from the audience, which showed that, despite the school's financial difficulties, the teachers were doing commendable work.

The year 1871 was important in the history of Lincoln Institute for it was during this year that the soldiers returned to the school they had founded. These regiments held a reunion at the school and looked into the condition and management of it. They passed a set of resolutions fully approving what had been done and recommending the Institute to the Negroes of the state and the friends of education as worthy of their support. The principal, Mr. Henry Smith, they felt, was doing much to push the school forward.

To show its appreciation for his excellent service, the Board re-

⁷Unpublished material found in Lincoln Library.

⁸*The Jefferson City Weekly Tribune*, June 19, 1872.

⁹*The People's Tribune*, July 3, 1872.

elected the principal for the ensuing year and fixed his salary at fifteen hundred dollars.¹⁰ The trustees also passed a set of resolutions which held the principal responsible for the general supervision of all matters connected with the Institute and gave the Board the right to dismiss any teacher or the boarding-housekeeper at any time for wilfully disobeying the requirements of the principal. This would indicate that there had been some trouble and that as a precaution against a reoccurrence the order was made by the Board. This provision was embodied in the contract of each teacher. At the same meeting the salaries of the teachers were fixed. Those in the elementary department were to receive not more than \$50 per month for a period of nine months and those in the normal department were to receive not more than eight hundred dollars per year. These definite contracts are something that the school for some reason has abandoned in recent years.

It was found that one of the members of the Board was also a teacher in the institution. The Board, in its meeting of December 5, 1873, requested Julius Rector to give up his position either as trustee or teacher. The Board intended to dismiss him as a teacher if he did not accept the suggestion of that body to resign.¹¹ He could only be dismissed from his teaching position because, as a member of the Board, he was on a par with the others and could be dismissed only for definite reason or misconduct. On January 14, 1874, at another meeting of the Board, Rector presented his resignation as a teacher to take effect at the end of the fifth month of that year. He kept his position as trustee.¹²

According to Miss Fanny Oliver, an early graduate of Lincoln, two teachers were added to the faculty during 1872: Miss Barnes, a white woman from the Oswego Normal School, New York, and Miss Billings, a recent graduate of Oberlin College. Miss Oliver also informs us that the preparatory department, like the normal, was divided into four classes.¹³ Schools for Negroes almost everywhere were elementary in form for the reason that Negroes had been unable to get much education before the Civil War because of the slave codes. This was especially true in the State of Missouri since the drastic law of 1847, which made it a crime for anyone to teach Negroes in this state.

¹⁰*Minutes of the Board of Trustees*, July 3, 1873.

¹¹*Minutes of the Board of Trustees of Lincoln Institute*, December 5, 1873.

¹²*Ibid.*, January 18, 1873.

¹³Letter from Miss Fanny Oliver. She was a long time teacher in the St. Louis School System. She is now in the Colored Old Folks' Home in St. Louis County in Missouri. The account is accurate, according to records.

The conditions under which students lived then were crude indeed. Kerosene lamps were used in both dormitories and classrooms. The drinking water was procured from an old-fashioned pump. Students slept in double beds.¹⁴ It is difficult, indeed, for one visiting the most backward boarding school to find students sleeping in double beds today. Then it was considered good form and was the almost universal practice.

At the meeting on January 14, the Board of Trustees decided that school was to open Monday, October 5, 1874, for nine months of twenty days each. That accounts for the fact that the school let out late in June instead of early in June as is now the case. At this same meeting the executive committee was authorized to borrow to the extent of one thousand dollars, if necessary, to care for the obligations of the school.¹⁵ It was necessary to save the financial credit of the Institute, then in a precarious condition. Teachers' vacations during the school year, it was decided, were to be forthwith abolished. Such a resolution would be a short-sighted policy on the part of a board today for there are some positions in a school which it is advisable for the persons who occupy them to take their vacation during the school year. The library is one because of the very nature of the work. It is far better for the librarian to catalogue books undisturbed and take a vacation when the school is in full swing. The Board of Trustees probably had no such problem before it since Lincoln's library was very small.

The effort of Lincoln Institute to get money reached the legislative chambers. In March, 1874, a bill was introduced in the House by Representative Robinson of Holt County, which provided for the transfer of Lincoln Institute property to the state and for the establishing of a normal school. The property which was to be conveyed was 320 acres of land near Jefferson City and five acres of ground where the Institute is located. The state agreed to maintain a normal school and take full control of the Institute for the benefit of the Negroes of the state.¹⁶ House Bill No. 1011 was referred to the Committee on Education which recommended passage in its report to the House on March 16.¹⁷ On March 19 it was made the special order of the day and discussed at great length on March 25. It was engrossed and came before the House for final passage on March 28, but the final vote disclosed that the bill had been

¹⁴*Lincoln Institute Quarterly*, Vol. I., No. 2, 9.

¹⁵*St. Louis Globe-Democrat*, March 10, 1874.

¹⁶*St. Louis Globe Democrat*, March 10, 1874.

¹⁷*Journal of the House of Representatives*—27th Assembly, Adjourned Session, 1153.

defeated by 30 to 37.¹⁸ This ended for the time being the effort of the friends of education to bring Lincoln Institute under the control of the state. During this same year the Superintendent of Public Schools recommended that the state take over Lincoln Institute. The debt, he said, was increasing yearly, and it had reached \$10,000 by 1874.¹⁹ It was evident that without more substantial help the school would have to close its doors.

The citizens of Jefferson City seemed to have been in closer contact with the school than they are today. This is evidenced by the following facts. All persons interested in educational matters were invited to attend the examination during the usual school hours, nine to twelve and one-thirty to four, on Tuesday and Wednesday of the first week in June, 1874. The public generally was invited to attend the exhibition on Friday afternoon.²⁰ The editor of the local paper said that he did not have the opportunity to attend these exercises at Lincoln Institute but understood that a goodly number of visitors, including professional teachers, was present. There was evidence of high scholastic attainment. In fact, the editor had been informed that the students' performances excelled the expectations of many. The students did well but as a rule they got along better in other subjects than in mathematics. The exercises were spoken of as being well performed and entertaining. There could be no other conclusion than that the school was doing good work.²¹

At this time there occurred a change in the Board of Trustees. Two members, Dr. J. G. Riddler, whose term had expired, and Rev. Morris Dickson of Hannibal, who had resigned, were replaced by Rev. John Turner of St. Louis and Dr. Amos Peabody, respectively. The Board was reorganized after the induction of the new members. Governor Woodson was elected president, Superintendent John Montieth, vice-president, James G. Babbett, secretary, and William A. Curry, treasurer. The teachers, the Misses Gordon, Barnes, and Billings, were re-elected, but the question of the principalship was left unsettled.²² The opposition which was so pronounced against Foster was making its appearance against Smith. However, after a spirited contest for the position between J. C. Corbin of Little Rock, Arkansas, and Henry Smith, the board decided to re-elect

¹⁸*Ibid.*, 1596.

¹⁹*Report of Superintendent of Public Schools*, 1874.

²⁰*Jefferson City People's Tribune*, June 3, 1874. This invitation was extended by Adams Peabody, Chairman of Executive Committee.

²¹*Ibid.*, June 10, 1874.

²²*Ibid.*

Smith for another year.²³ It is easy to see why the school was in so much confusion because the tenure of office of the principal was insecure and, further, it was difficult to attract donors as long as there were constant changes in the faculty. Despite the fact that Corbin was a candidate for the principalship and had been defeated, he offered his service as an assistant teacher at a salary of seventy-five dollars per month. The board at that time did not accept his offer but authorized the executive committee to employ him for the ensuing year if he passed a satisfactory examination.²⁴ We are not told what was to be the nature of the examination or who was to give it. The boarding-master, Archie Drake, who handed in his resignation and severed his relation with the school, was replaced by Lewis McAdams. We may gain from this brief summary of the board's actions, a glint of the confusion then surrounding the administration of the school.

The opposition which was leveled against the principal, Henry Smith, in 1874, broke out anew the following year. This time the tide turned completely against Smith who was defeated for the 1875-1876 term as principal by Samuel T. Mitchell, the second Negro to hold the position.²⁵ Born in Toledo, Ohio, in September, 1851, he attended school in Cincinnati for a number of years and then moved with his mother to Xenia, Ohio, in 1864, where he attended Wilberforce University. After receiving his bachelor of arts degree on June 18, 1873, he was called to take charge of a school at Toledo, where he had been two years when he accepted the call to head Lincoln Institute.²⁶

The board in its examination of J. C. Corbin no doubt found him satisfactory, for he was elected first assistant unanimously. The second assistantship was a contest between Miss Sarah A. Barnes and Miss Alice M. Gordon. The former won. Miss Billings was elected third assistant and Miss Blackman, a contestant for third assistant, was made fourth assistant. Other faculty appointments included Lewis McAdams, who was retained as boarding-house master, and Miss M. J. Mitchell, who was appointed matron of the girls with an assignment to teach one hour daily and at such other time as the principal might direct.²⁷

The condition of the school is well told in the report of the Board of Trustees for 1875. Besides the teachers already men-

²³*Minutes of the Board of Trustees*, August 5, 1874.

²⁴*Minutes of the Board of Trustees*, September 10, 1874.

²⁵*Ibid.*, June 12, 1875.

²⁶*Lincoln Institute Quarterly*, Vol. I., No. 2, 12.

²⁷*Minutes of the Board*, June 12, 1875, and *People's Tribune*, June 16, 1875.

tioned, Miss Lucille Eassen was employed to teach instrumental music and six students were employed to teach one hour daily in the preparatory department. The purpose of this employment was to give students practical experience in the methods of teaching under the supervision of qualified instructors. This arrangement also helped to solve the problem of teacher shortage.²⁸ The number of students had fallen below that of the previous year. This decrease in enrollment was charged to the depression and unemployment. The occupation which claimed more of the graduates than any other was that of teaching, in which some twenty were engaged. This was a natural result of the effort to develop elementary schools for Negroes in the state. The one place to which the superintendents in the various towns could look for teachers for the Negro schools was Lincoln Institute.

By the end of November the enrollment had reached only 84, much below the 150 of the previous year. The loss in the enrollment was not due to high expenses because the matriculation fee was only one dollar for each of the three terms. Either in the Institute boarding house or in a private home the student could live for the small sum of \$2.50 per week. This included lodging, fuel, light and food.²⁹ Quite reasonable it was for one to attend Lincoln Institute. It must be said that because of the Negroes' economic condition, many could not even pay this small amount.

We are told that the school could have improved its financial condition at almost any time if it had agreed to come under control of one of the religious organizations. This the trustees refused to do. They probably hoped that the state would eventually come to the support of the school.³⁰ The greatest need was the erection of a boarding-house. The most urgent obligation facing the school authorities was that of paying the interest upon the \$10,000.00 indebtedness. The required amount was secured from private contributions. This was the condition as revealed by the trustees to the legislature in their effort to secure assistance. The Board, at its meeting of May 5, voted to send Judge Arnold Krekel to the eastern states to solicit funds needed to enlarge the school's facilities and allow it to fulfill the plans set down by the founders.³¹ Judge Krekel

²⁸*Report of the Superintendent of Public Schools, 1875, 63.* The board at this time consisted of Governor Silas Woodson, Hon. John Montieth, Dr. William Curry, Mr. J. M. McAdams, Hon. Arnold Krekel, Mr. Howard Barnes, Rev. Adams Peabody, all of Jefferson City; Julius Rector, St. Louis; Rev. John Turner, Hannibal, and Mr. John M. Gott, Boonville.

²⁹*Ibid.*, 65.

³⁰*Ibid.*, 66.

³¹*Minutes of the Board, May 5, 1875.*

visited the following states in the interest of Lincoln Institute: Massachusetts, Rhode Island, Connecticut, New York, and Pennsylvania. The specific things which he hoped to accomplish were the erection of a dormitory and a boarding hall and the reduction of the interest rate on the school's indebtedness, since the school would probably have to carry this debt for some time. It was hoped that there could be found persons or organizations that would take it at a much lower rate than it was then carried. The final object of the visit, as expressed by the board, was to awaken a general interest in Lincoln Institute.³² It was said that the Avery Fund, established by the will of Rev. Charles Avery, who died in Pittsburgh, Pennsylvania, in 1838, and other prominent citizens of the eastern states had kindly offered assistance. Avery, noted as a philanthropist, was generous in his contribution to Negro causes, having aided the Negro to build churches and chapels whenever their needs came to his notice. He paid the indebtedness of as many organized congregations of Negro worshippers in Pennsylvania as came to his attention. At his death he left about \$350,000, part of which was bequeathed to the American Missionary Association for the purpose of disseminating the gospel among the Negro tribes in Africa and another part to be applied to the education and elevation of the Negro population of the United States and Canada. The trustees of the fund purchased fifty scholarships at Oberlin in perpetuity and contributed \$10,000 to the following schools: Hampton Normal School in Virginia; Wilberforce University at Xenia, Ohio; Wilberforce Chatham in Canada, and Berea College in Kentucky. St. Augustine Normal School at Raleigh, North Carolina, and Western University, Pennsylvania, at Pittsburgh (which became the University of Pittsburgh in 1908) were to receive \$25,000.00 each, while Lincoln University at Oxford, Pennsylvania, received \$30,000.00. Help was given to several schools in Kentucky, Tennessee, South Carolina, Georgia, Louisiana and to schools in a few other states.³³ When Lincoln Institute applied for aid, the fund was very much reduced, so much so that the Avery trustees were able to give the school only \$1,000.00. The trustees of the Avery fund endorsed the work in Jefferson City and thus strengthened the school's further quest for funds. Judge Krekel probably had better success with other sources, though there is no way of knowing exactly how much he secured. At this time Beal was having some success as an agent for the school, collecting \$125.00 in June and \$45.00 in July,³⁴ small

³²*Ibid.*, May 11, 1875.

³³*Lincoln Institute Quarterly*, Vol. I., No. 2, 13.

³⁴*Minutes of the Board*, August 2, 1876.

contributions but nevertheless of great help. Miss Caroline Richmond of Providence, Rhode Island, gave \$500.00 to Lincoln Institute to be used in reducing its \$10,000.00 indebtedness.³⁵ Many others gave smaller amounts, but not enough to clear up this debt. It took upwards of \$1,000.00 interest yearly to maintain the school's credit.³⁶ The school's land which had been paid for out of the soldiers' fund might have been used to reduce the debt, but the depression prevented the school from getting anything like its value.

One of the most interesting things connected with the school was a set of rules passed by the Board of Trustees, applying to teachers, students and the board itself. The principal and teachers were to be in their classrooms at least fifteen minutes in the morning before school and ten minutes in the afternoon after school each day. The purpose of this rule was to preserve order.³⁷ Persons who are teaching in the elementary or high school of a well ordered system are familiar with such regulations. On March 3, another regulation was passed, prohibiting any instructor from talking upon political or sectarian matters, and applying to teachers and students alike.³⁸

There were other rules specifically for students: eight requirements and eight prohibitions. Every student was required to observe Sunday by attendance at both church and Sunday school, and all preparations for Sunday observance had to be performed on Saturday. The punctual attendance at the opening exercises of the school and at recitations, and the strict observance of the appointed study hour were mandatory. The student was held responsible for the conduct in his room and held jointly responsible for injury to the property in his or her possession. The men's rooms were to be kept in condition for inspection at any time by the principal and teachers, and the young women's rooms, by the matron. The latter were to observe the advice and direction of the matron under whose authority they were directly placed. In order to maintain membership in the student body of Lincoln Institute, students had to receive a certificate of good deportment. All others forfeited their right to remain in the school. In some special cases, the board would take up the matter and determine whether the student could remain or not. These rules applied to all students, whether they remained on the school premises or not. The Board of Trustees

³⁵*Ibid.*, October 6, 1875.

³⁶*Lincoln Institute Quarterly*, Vol. I., No. 2, 10.

³⁷*Minutes of the Board*, January 6, 1875.

³⁸*Ibid.*, November 3, 1875.

realized that the regulations could not be enforced on the students who did not room on the campus, but decreed these rules should be enforced without exception.

Any form of association between males and females without permission was strictly forbidden as was also the use of intoxicating drinks, the use of tobacco, firearms, or any deadly weapons. Another matter which gave some concern was the possession of obscene literature. There was to be no visiting of rooms during study hours or unpermitted absence from the grounds, either to the city or to the homes of citizens. All unnecessary noise was prohibited. Students who were not engaged in recitation or appointed exercises were not allowed to occupy recitation rooms unless they secured special permission. Cutting or defacing of property or throwing trash out of the windows was not tolerated. No woman student could board at a disreputable house and retain connection with the Institute. It would seem that the sex would have made little difference, so long as the persons were students at Lincoln Institute they should have been prohibited from boarding at a disreputable house. This probably was the intention of the rule.

There were still other rules designed more specifically for the boarding-house. All boarders were to pay each month's board in advance and at a time set by the boarding-master. They had to be at their places in the dining room promptly at the ringing of the last bell. Restrictions on entering the boarding-master's family dining room except at meal times did not apply to members of the boarding-master's family. Students were also expected to pay due regard to the instructions of the boarding-master. The students in most cases prepared their own laundry and provision was made for only one day in the week (Saturday) for laundry.³⁰ At this same time, the board established an afternoon Sunday school at the Institute, attendance at which was mandatory for every student. Acceptance of excuses for absences rested with the principal.

While on this crusade of making rules, the board made some for itself. These came in the form of by-laws to the constitution of the Board of Trustees. The members were to hold office for five years or until their successors had been duly elected and qualified. The board reserved the right to declare vacant the places of any members who absented themselves from the quarterly meeting if they lived in Cole County or from the annual meeting if they were away without a satisfactory excuse. The officers and duties were those common to such organizations; however, the officers of the

³⁰*Ibid.*, November 3, 1875.

board and members of the executive committee were elected for one year. The annual meeting of the board to be held at the school on commencement day was to be devoted to the filling of vacancies on the board and faculty. The quarterly meetings were to be held on the first Tuesday in January, April, July and October. The order of business was designated.⁴⁰ These by-laws were substantially the same as the rules under which the members had already been working.

In the Institute there were some literary activities which were not a part of the regular class program. The students carried on two literary societies, one the Excelsior Society, which was made up of advanced students, and the other the Demosthenic League, which was made up of students of the lower grades.⁴¹ These societies held semi-monthly meetings. The Board of Trustees granted Samuel T. Mitchell and Hon. Arnold Krekel permission to publish a paper in the interest of Lincoln Institute. These men had to agree not to hold the school in any way responsible for the expense and to pay any surplus income into the treasury of the school. It seems a bit unusual for the board to compel faculty members to take all responsibility and yet reserve to the school any financial benefits that might accrue. The paper was not to discuss party politics or church creeds, but to devote its entire effort to the cause of education.⁴² This prohibition recurs so often in the instructions of the Board that one is curious to know the reason. For a long time the school had enjoyed the friendship of the state officials and it could continue this relation by favoring no brand of politics. It was an institution depending upon contributions and could call upon all types of churches for help.

When the rules concerning compulsory attendance at Sunday School came up, some of the students objected because they had conscientious scruples. The *People's Tribune* of Jefferson City, speaking of this matter, scoffed at the idea that students could have any solemn protest to make in reference to the attendance at Sunday School, by asking "What next?"⁴³ We are not clear as to the reason for this protest, but it probably came from the congregation of a rival church.

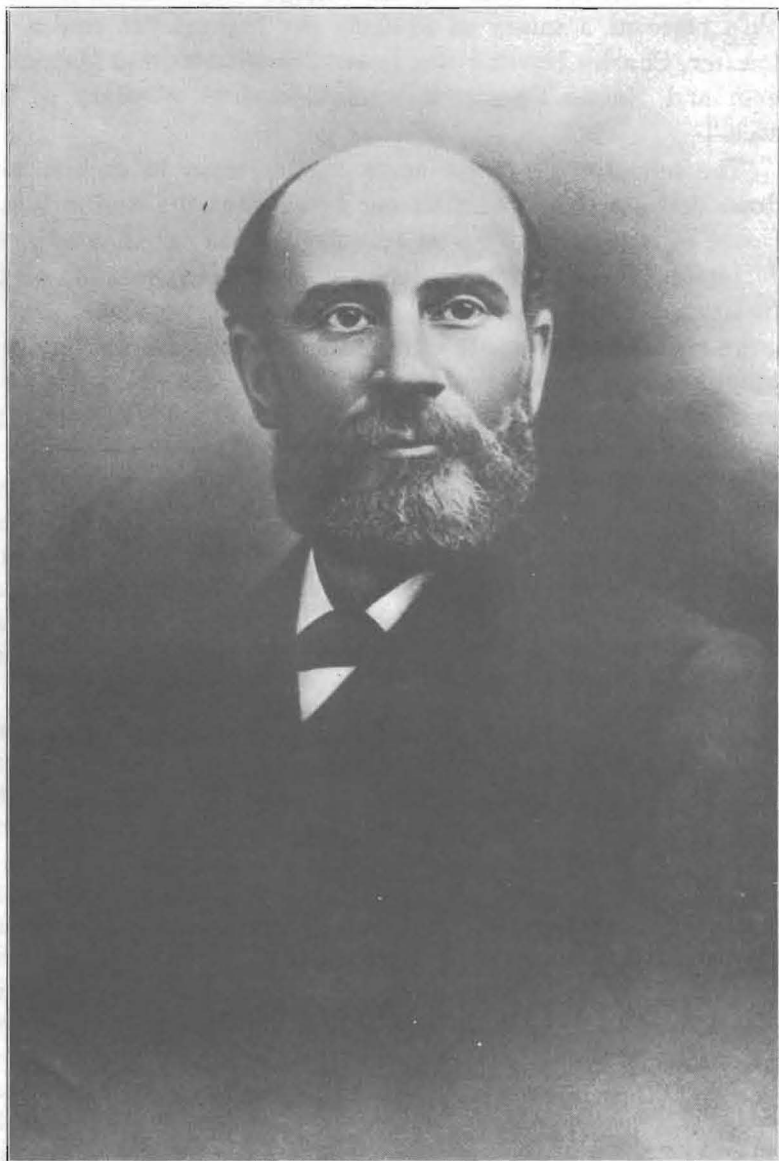
The question of the election of the principal of Lincoln Institute came up again, as it did at each annual meeting of the Board. Even though defeated in the previous year's election, Henry Smith, now

⁴⁰*Minutes of the Board of Trustees*, May 1, 1877.

⁴¹*Lincoln Institute Quarterly*, Vol. I., No. 2, 8.

⁴²*Minutes of the Board of Trustees*, October 6, 1875.

⁴³*Minutes of the Board of Trustees*, March 15, 1876.



S. T. MITCHELL
Principal, 1875-1878

living at Warrensburg, was again a candidate. He was defeated this time by Mitchell. Miss Sarah Barnes was elected to fill Corbin's place at a salary of \$700.00, the highest yet paid a Lincoln teacher. Charles Newton was to receive \$600.00, and Matilda Blackman and Hattie Fergerson were elected at a salary of \$500.00 each."

The school came in for some consideration in an historical address delivered by General James L. Minor in the Auditorium of the House of Representatives on July 4, 1876. He felt that no history of Jefferson City would be complete without some mention of Lincoln Institute. It had a beautiful building, the orator said, and had a large number of students during the previous session. He said further that this school would be a source of pride to any lover of his country, and to see this class of the population avail itself of the opportunity of education was a source of pleasure to all.⁴⁶ The orator might not have understood how the history of Jefferson City could have been written without mention of Lincoln Institute, at that time, but he would find it much more difficult to understand how a daily paper in more recent times could publish an historical edition on Jefferson City and fail to include in its discussion of education any mention of the city's most important school—one which has been sending out worthy citizens for the last seventy years.

In February, 1877, S. T. Mitchell, principal of Lincoln Institute, desired to express his appreciation on behalf of the Board of Trustees, faculty, students, patrons, and friends to the state legislature for the favorable consideration which Lincoln Institute had received at their hands in the House of Representatives. He seems to have spoken much too early, for there was no new appropriation. He commended the Democratic organization of Missouri for giving better educational opportunities to the Negroes of Missouri and thanked the other parties as well. His reason for singling out the one party was the fact that it had been customary to think of the Democratic party as being opposed to the interests of the Negro. He did not think the purpose of this appropriation was political, but he had to clear his own position and explain why he had shown so much interest in the action of the parties. He declared that he had no sinister motives but that he was able to appreciate a benevolent and just act by whomever it was made and that he possessed the manhood to accord the proper person the merit he

⁴⁶*Minutes of the Board of Trustees, August 2, 1876.*

⁴⁷*People's Tribune, Jefferson City, July 12, 1876.*

deserved.⁴⁶ It seems to us at this time that Mitchell erred. It would have been far better if he had devoted his time extending his congratulations to the legislature rather than to the parties. He seems to have overlooked the fact that it was an educational project and had no place in partisan politics. Such specific attention to one party from the principal of Lincoln Institute was bound to be harmful in the long run.

The work of Mitchell and the faculty was very satisfactory indeed, and they were re-elected for the school year 1877-1878. This year there were three graduates from the full courses: Harriete M. Cerre, St. Louis; Francis M. Oliver, Sedalia, and Clay Vaughn, Paris. Ida Drake, Jefferson City; Florence Huston, Jefferson City; Louisa A. Keen, St. Charles; George Green, who is now principal of the high school of Lexington, Missouri; Edward C. Keene, St. Charles, and Nelson T. Mitchell, Alton, Illinois, were the persons who were recommended to the board for graduation from the half course.⁴⁷ The examinations, which were again public, were held, beginning March 14, for three days. The first day was to be devoted to written work, the second and third to oral work. The friends of the Institute were invited to be present in order that they might be better prepared to judge the progress the students were making and the type of work the students were doing.⁴⁸ The community seemed to have had a very vital interest in the affairs of the school.

The board realized the necessity of advertising the school in the state. There was a feeling that many more students would come to the school if only they knew about it. Principal Mitchell was directed to canvass the state for the purpose of inducing students to come to Lincoln Institute. His necessary traveling expenses were to be paid by the board.⁴⁹ This was a step in the right direction. There are some who feel today that one reason that Lincoln is not able to attract more students here is because persons do not know of the work the school is doing.

The class of 1878 was composed of James Lewis, Paris, and Riceler L. Wood, Macon, both graduates of the full course, and Burton A. Hardwick, James Hardwick, both of Kansas City; William H. McAdams and Julia Naylor of Jefferson City. The commencement exercises which began on May 30 with a program con-

⁴⁶*The People's Tribune*, February 3, 1877. This was an open letter to the editor.

⁴⁷*Minutes of the Board of Trustees*, June 8, 1877.

⁴⁸*The People's Tribune*, March 14, 1877.

⁴⁹*The Minutes of the Board of Trustees*, July 31, 1877.

sisting of music, declamations, and dialogues by the Excelsior Society, were concluded in June.⁵⁰ This was the last class to graduate under the Mitchell administration. At the board meeting, June 19, Mitchell lost re-election by a vote of 2 to 7.⁵¹ He later responded to a call to take up work at his alma mater.⁵² The facts, as given in a sketch in the Alumni magazine, do not square with the facts in the minutes of the board, for this article says Mitchell resigned. But we know what the writer of the article probably did not know: that he had not been re-elected. Whether the political address thanking the Democratic party for its interest had anything to do with it or not is not known. Mitchell had done an excellent job at Lincoln Institute and had done much to improve the morale of the school. The board at its meeting on August 30 of this same year passed a resolution commending his work: "Resolved, That in parting with Professor Samuel T. Mitchell, the principal of Lincoln Institute for the last three years, we can say of him that he has served faithfully and that the board's confidence in his ability, integrity, and character is undiminished."⁵³ This ends the connection of this administrator with the school. At this same time, H. M. Smith, who had been a constant candidate for the principalship was elected to succeed Mitchell. His salary was lowered to \$1100.00 and that of all of the teachers to \$500.00 each. M. S. Watkins of Oberlin was the only teacher elected at this time; the others were left to the committee appointed June 19 to name a faculty that could be employed on a total expenditure of \$3,200 for the year.⁵⁴

There had begun a very definite effort from many quarters to make Lincoln Institute a state school. The Superintendent of Public Schools said in his report that the state should take over the school because there was a great need for Negro teachers in the state. The school was handicapped because it could not get rid of the debt it contracted in erecting the building and carrying on its regular program.⁵⁵ The State Superintendent in his report of 1879 returned to the subject again. He insisted that this could be done at a small expense.⁵⁶ The normal school was urged by the United States Commissioner of Education in his report of that year. He

⁵⁰*The People's Tribune*, June 5, 1878.

⁵¹*Minutes of the Board of Trustees*, June 19, 1878.

⁵²*The Alumni Sentinel* of Lincoln Institute, February 28, 1907, No. 6, secured through the courtesy of W. T. Spencer, President of St. Louis Alumni Association.

⁵³*The Minutes of the Board of Trustees*, August 30, 1878.

⁵⁴*Ibid.*, August 30, 1878.

⁵⁵*Report of the Superintendent of Public Schools, 1877*, 90.

⁵⁶*Ibid.*, 32.

said that Missouri had a larger proportion of Negro schools than any other ex-slave state but this position could be held only if the state were willing to provide teachers for them. There were also those who were opposed to the state doing anything for Negro education. Some took this position on the ground that the Negro did not have the capacity for acquiring the higher types of knowledge. Despite this argument the sentiment was being slowly molded for a normal school. The General Assembly of 1879 granted to the school the sum of \$15,000.00 on condition that \$5,000.00 should be applied to the payment of the indebtedness of the school.⁵⁷ After much agitation the officials were able to convince the members of the state legislature that it was both expedient and wise to take over the school. However, difficulties developed which prevented the school from getting the money from the state. Governor Phelps in his message made it known that it was unlawful to appropriate money to any private or sectarian school. It was prohibited, not by statutes, which might have been easily amended, but by the constitution. The governor suggested that the purpose might be served if the property were transferred to the state.⁵⁸ Realizing that Lincoln could hardly maintain itself and keep clear of debt as a private enterprise, the trustees met and, in accordance with popular sentiment, transferred the property of Lincoln Institute to the state as a normal school. The deed of transfer reads thus: "Now, I, John Phelps, as President of the Board of Trustees and under authority of the resolution of the aforesaid and fully to carry the same into effect, do by these presents sell, convey and assign unto the State of Missouri, Lot Number 19 of the survey of Jefferson City on which Lincoln Institute is situated. This was signed by John S. Phelps, president of the Board of Trustees, and James C. Babbitt, secretary.⁵⁹ Lincoln Institute thus became a state normal school, entitled to support by the state. This was welcome news to the authorities of the school for it had been a struggle indeed to keep the doors open.

The year 1879 was a very important year in the history of Lincoln Institute, for one period of the school's history had been completed and another had begun. The school's field agents who in the past had been charged with the responsibility of collecting money for the school were dropped.⁶⁰ The reason might have been that

⁵⁷*Laws of Missouri*, 1879, 5.

⁵⁸*Messages and Proclamations of the Governors of the State of Missouri*, Vol. VI., 74.

⁵⁹*Deed of Lincoln Property*, Book 6, 105.

⁶⁰*Minutes of the Board of Trustees*, June 30, 1879.

now it was felt by the board that the finances of the school were assured and there was no longer any need for the type of service such as Beal had been rendering. There also might have been a feeling that no one would contribute to the institution now that the state had taken it over. Whatever was the reason, it was a mistake to release this man because the school thus lost one way of keeping before the public. Then, also, the school could have developed its physical plant much faster if it could have secured funds from other sources.

The Board of Trustees was not unmindful of the work which the Rev. C. R. Beal had done for the school. In token of appreciation Judge Arnold Krekel offered the following: "Resolved, That in parting with Rev. C. R. Beal of Everett, Massachusetts, who has heretofore acted as the agent of Lincoln Institute, we return to him our thanks for the faithful and efficient manner in which he has discharged his duty." We hear no more about this man who early dedicated his services to the welfare of Lincoln Institute.

One interesting item so far as the students were concerned was that of board and lodging, the price of which was \$8.50 per month. This small sum could not be paid by most of the students then attending Lincoln Institute.⁶¹ The student body had increased considerably and the school was still enjoying a growing influence. The student body in the year 1879 had increased to 139, which was sixteen more than the enrollment for the preceding year.

The greatest interest up to this time had been that of preparing students for teaching. So important had the work at Lincoln Institute become by 1880 that the catalogue for that year recognized its beneficial influence, and the school turned its attention almost exclusively to the preparation of teachers.⁶² The only desire of the principal was that the school should be able to supply the demands made upon it for this service. This is still the greatest work which the school is called upon to do; it must supply teachers for the rural and urban schools of Missouri. The catalogue assured the reader that teacher's training was being emphasized and at the same time the objective for which the founders set up the school had not been lost.⁶³

The year 1879 saw a very drastic change in the administration. Mr. Henry Smith was not re-elected. The reason is not clear, for some worthy things had happened during his administration; nevertheless, the board saw fit to separate him from its services. Re-

⁶¹*Minutes of the Board of Trustees*, May 29, 1879.

⁶²*Annual Catalogue*, 1879-1880, 15.

⁶³*Annual Catalogue*, 1879-1880, 15.

gents had taken the place of trustees since Lincoln was a state normal school and the governing body for those schools were regents. The Board of Regents, meeting for the first time did not elect a new principal at its annual meeting; it simply elected the teachers.⁶⁴ A committee was appointed to confer with Nero of St. Louis. It has been difficult to find out much about Nero. The board evidently was not pleased with Nero because he was not elected. The committee selected A. C. Clayton, who had been principal of the Sumner High School of St. Louis.⁶⁵ It had been the custom from the beginning of the establishment of Negro schools in St. Louis to 1879 to have white teachers in Negro schools. This was the general custom at that time in the states where separate schools existed; the reason is not far to seek. There were few Negroes prepared to do the work of instructing the youth. It was at this time that a group of consecrated and devoted white persons came south and established elementary high schools and colleges for the Negroes. There were not enough experienced persons of Negro descent to man the high school set apart for Negroes.

In Missouri it was necessary to secure white teachers and principals. It was only with great effort that the state authorities could induce various local superintendents to establish schools for Negroes. The fight which might have been made by Negroes to get members of their own race in the schools as teachers had to be abandoned in order to secure the greater prize of having schools established.

This was a convenient place for Clayton to stop at Lincoln Institute on his way out of the Negro schools. He seemed to have a good idea of the function of his job. One of his first acts was to recommend a change in the course of study. He suggested that one year be added to the course of study and be called the advanced or preparatory class, and that no study be introduced of a lower grade than those then in the preparatory course. The subjects: Arithmetic, English, Grammar, Geography and United States History, were to be completed in the preparatory course. The recommendation was also made by Principal Clayton that the use of Felter's Arithmetic be discontinued as soon as the present classes then using it completed it. The book which was suggested in its place was *Robinson's Shorter Course* thus indicating that the board assumed the responsibility for the change in text books. Today this has been given over to the faculty in even the smaller and most unorganized colleges.

⁶⁴Minutes of the Board of Regents, June 30, 1879.

⁶⁵Founder's day Address of I. E. Page, 1926. The minutes of the Board are not clear as to the date of his election or his salary.

The study of algebra and Latin were to begin one year earlier than they had begun in the years past. The president's report for this year asked that certain other subjects, United States History and Universal History, begin one year earlier than had been the custom. Both courses were no doubt similar in many respects to classes in Civilization. It shows that there has constantly been an effort to give a student a comprehensive view of the world and its relationship to him. There probably was not as much effort made in that direction as at the present time, but one can see that we are swinging back to what we had some time ago. Natural Philosophy—which might better have been called Natural History—was given, also. Such a course would be called today General Science. There was also Astronomy and Chemistry given or recommended for earlier completion in this preparatory course.

Evidently there was difficulty for some students in the course in art, so the principal was authorized to excuse from the study all those who showed no ability in art and who were unable to make satisfactory progress in it. This was certainly all we are asking today: that the students who do not show aptitude in one field can be excused from that field and sent to another where they can find their interest. In these recommendations we find how progressive this ex-principal of Sumner High School was and how well he understood educational philosophy, so well in fact that his views are sound even for the present day.⁶⁶

During the administration of Clayton, it was found that the teaching force was much too small and for that reason effective work could not be done. The teachers' committee recommended the employment of Mrs. Zelia R. Page as a full-time teacher and fixed her salary the same as that of other teachers. She taught six classes per day for a period of three months; for this she was to be paid thirty dollars per month. With such a large number of classes good work could not be done for the reason that the teachers were so busy that they did not have the proper time for preparation. The work was largely of an elementary and high school level. Very few schools in this day would allow a teacher to undertake the amount of work that the teacher at that time was called upon to do, an arrangement, it was claimed, intended solely to relieve the school of the necessity of employing student teachers.⁶⁷

The salaries were very small as compared with those in the backwoods country at this time. Five hundred dollars was the average salary for a full-time teacher at Lincoln Institute. It is

⁶⁶*Minutes of the Board of Trustees*, 1880, April 9.

⁶⁷*Minutes of the Board of Trustees*, 1880, April 9.

true that officials such as the president and the first assistant received more. The president was paid \$1,500.00, which was small salary for that position.

There was some confusion over the question of voting by the students. The *People's Tribune* claimed that the vote had been augmented by importations from Callaway County, which lies just across the river from Jefferson City, and Lincoln Institute. It was said that Lincoln Institute students took part in it. The principal, A. C. Clayton, said that he did not know how many persons might have been transported from Callaway, but he was sure that only two students connected with Lincoln Institute and both residents of Cole County voted in the late election. He further insisted that no one connected with the school, to his knowledge, had had anything to do with the attempt to influence the election. The principal further asked that the *Tribune* do the institution a simple act of justice by publishing this denial and the facts connected herewith.⁶⁸

The editor printed the letter as requested by Mr. Clayton but differed with the principal on the facts. Only one student voted, said the editor, which showed that the principal was fifty per cent wrong. The editorial went on to say that it was not the number who voted so much as the number who came and had to be rejected.⁶⁹ It would seem that much was made about a very small thing. There were rules whereby such a condition as this could be solved if the rules were applied, only they were not applied. The real reason was not the number who appeared as the fear which the editor had that the students were being used for partisan politics. He issued a note of warning that the school must go down if this were not stopped. The further question was asked how Clayton could know how many students voted in this election. This affair was of importance and might have exerted some influence upon Clayton's stay as principal of Lincoln Institute. But there is every reason to think that Clayton would not have remained any longer at Lincoln University in any case. Where Clayton went is not clear at the present writing. He was not re-elected because the board had definitely decided to change from white to Negro principals.

⁶⁸January 21, 1880.

⁶⁹*The People's Tribune*, January 21, 1880 (Editorial).

CHAPTER IV.

THE GRAND OLD MAN

I. E. PAGE

ONE OF THE best known persons in the history of Lincoln Institute was Inman E. Page. He influenced many Negroes who were trained under him and who are now holding places of honor in the state of Missouri. Probably no other educator in the Southwest has had more influence than has Dr. Page, a remarkable person who devoted his entire life to the cause of Negro education.

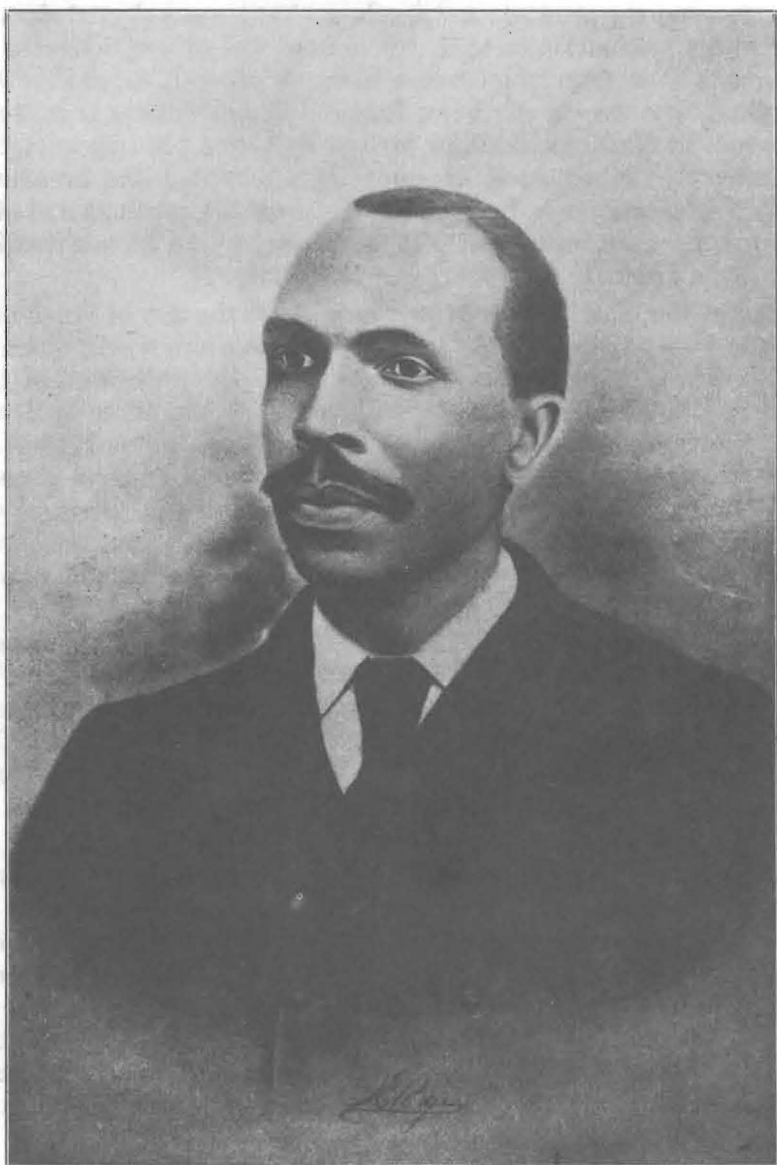
Inman Edward Page, as one writer said, "is one of the most useful and distinguished Negroes of his time."¹ It might be added that his usefulness and distinction was surpassing not only among his own race, but among men of all races.

Page was born in the year 1852 on a plantation in the state of Virginia. To his great dislike, he submitted to the life of the plantation, serving as a horse boy. Page's father by hard work and sacrifice bought his own freedom. He established a livery stable in which he seems to have had success, for he was able to purchase the freedom of his wife, daughter and young Inman. Inman's going to Washington was made possible by the fact that his father was a free man. When he reached Washington, he entered a private school kept by F. R. Clark and then attended a class taught by George B. Vashon, both schools in the city of Washington. Young Page did whatever odd jobs he could find to eke out a living. He worked as a common laborer and helped to clear the ground for the erection of Howard University. He was not afraid to work in order to reach his objective which he kept ever before him.

He secured work in the civil department of the national government, where he later advanced to a clerkship in the Freedman's Bureau, then under the direction of General O. O. Howard, who later became the first president of Howard University, which was so named in his honor.

Young Page, still seeking knowledge, entered Howard University soon after its opening. He left that institution in 1873 and went to Brown University at Providence, Rhode Island. It is said that

¹*Journal of Negro History*, Vol. XXI, No. 2 (April, 1936). This information was furnished by Mrs. Zelia N. Breau, the daughter of Dr. Page, who is supervisor of music in the public schools of Oklahoma City, Okla.



I. E. PAGE
President, 1880-1898; 1922-1923

there was much prejudice at Brown at that time and Negroes were not expected to secure many honors. Page impressed himself so firmly upon the students and teachers that he was elected class orator at his graduation in 1877. His oration was so well delivered that he made a profound impression upon all present, especially D. W. Phillips, who was in charge of Roger Williams College, a school for Negroes at Nashville. Phillips invited Page to a position in Natchez Seminary in Natchez, Mississippi. Page accepted and became the only Negro teacher in that school. He saved his earnings and at the end of the year returned to Rhode Island, where he married Zelia R. Ball, a graduate of Wilberforce University.

After the marriage ceremony, he went to the city of Washington on his honeymoon. He had been there about two weeks when two letters came from the trustees of Lincoln Institute. One of them had been addressed to Brown University and the other to Howard University.² There was little chance of missing him and it was evident that the trustees of Lincoln Institute were anxious to secure this young class orator. The letter stated that the trustees were anxious to make a man of color president, but he must act as vice-principal and show his worth before they would elect him administrator.

Page had already been offered the principalship of a school in Alabama, which he did not accept because of the yellow fever epidemic in parts of the South. To put it his own way, he said he did not want to marry his wife and bury her at the same time.³ That seems to have been the thing which tipped the scales in favor of his coming to Lincoln Institute, coupled with the idea that he was ultimately to become the head of the institution.

He worked first as an assistant to Principal Henry M. Smith. We are informed no one could have told by his actions that he was ultimately hoping for the time to come when he would be made principal. Page was the only Negro on a faculty completely manned by white teachers. A spirit of harmony prevailed between Page and Smith, the man he was to succeed. When the year closed, the trustees told Page they were ready to make him principal but that, owing to his youth, it would be necessary for him to serve in the capacity of assistant a while longer.

At this juncture in the school's history, A. C. Clayton was made principal of the school. As President Page liked to phrase it, Clayton

²I. E. Page's Founder's Day Address. This address was delivered at Lincoln University on February 14, 1926, and hereafter, this will be cited as Founder's Day Address.

³*Ibid.*

retired from the Negro Schools of St. Louis just in time to get in his way.

Page worked along with Clayton just as he had with Smith, so that there was never a ripple or contention between the two men. Any one seeing Page's work would never have surmised that Page was soon to be the principal. When the school year of 1879-1880 closed, Page was twenty-six years old, and the board felt that he had reached the age at which it was safe enough for him to be entrusted with the care of the school.⁴ There were some who, for one reason or another, did not want Page. The vote stood 4 to 3 in favor of the young man. Those voting for Page were Turner, Barnes, Chinn and Cross. Those who voted against Page were Phillips, White and Babbitt.⁵ Negroes were convinced that the greatest need of Negro education was that it be turned over to Negroes. There was a reason for this. Negro boys and girls were, and still are, proud of their own race and any evidence of achievement on the part of Negroes served as an inspiration to them in their work.

Mr. Page was not only elected President, but was also entrusted with the responsibility of employing his own teachers, thus indicating that the Board had confidence in him. He immediately called together his white associates and told them that he had decided to invite Negro teachers to serve at Lincoln and thus would not need their services any longer. He thanked them for all they had done for Lincoln. He, however, felt that educated Negroes would be more of an inspiration to the Negro boys and girls than they.

The immediate problem to be solved was that of securing good Negro teachers for the work. One of the first persons who came to his attention was Gabriel Nelson Grisham, whose path, like Page's, had not been rosy. He was born in Smyrna, Tennessee, October 18, 1856, and received his education in the Negro schools of that state after they had been legally established. Poorly prepared teachers allowed him only a meager education in the Tennessee schools. His thirst for knowledge was only whetted by what these schools could offer. His intense desire for education took him next to the Baptist College in Nashville, later known as Roger Williams, and then to Worcester Academy, Worcester, Massachusetts, where he prepared for Brown University. He graduated

⁴*Founder's Day Address*, 1926.

⁵*Minutes of the Board*, June 5, 1880. The title of President was used by the Board of Regents in referring to President Page and hereafter the chief office will be referred to as that of President.

from Brown in the class of 1878, just one year behind Page. They had been friends at the university and it was only natural that Page should think of him when he was seeking well-qualified teachers. Grisham's first position after he left college was in a school at Goliath, Texas, where he taught until he was called to Lincoln Institute.⁴ The salary for the first assistant was the handsome sum of five hundred dollars per year.

The other members of the faculty for that year were Mary Graham and Julia A. Woodson, both Negroes.⁵ Besides these was Mrs. Zelia Page, wife of the principal, who had taught in various capacities and who continued her work as a teacher. There were also some students who acted in the capacity of instructors. This constituted the faculty for the first year when Page took over the duties of the principalship of this school.

Page realized that there were many improvements which had to be made in the school in order to bring it up to his standard. Soon after he was elected president he took up with his faculty the advisability of placing the needs of the school before the Legislature. He realized that the problem was one in which he would need the support of all his teachers. He, to put it in his own picturesque way, "began to trouble the water whenever the legislature met." When he appeared before the legislature, preceding its vote upon appropriations for the school, he always arranged to have a concert by Lincoln Institute singers in the legislative chambers. It was important to the members of the General Assembly, who knew little or nothing of Lincoln Institute and were unmindful of what was being accomplished in Negro education.

This activity on the part of President Page brought favorable response from the legislature and during this same year, the first of Page's administration, an appropriation of \$5,000.00 was granted for the erection of a dormitory and \$1,000.00 for school apparatus.⁶ Principal Page was definitely getting results as far as the physical development of the school was concerned. When the President says he succeeded far beyond his expectations he is saying what is evident for it had been some time since the school had been able to secure a building of any sort.

The amount which was appropriated for the building was small indeed, about the amount which would be used to build a small dwelling, but it must be remembered that the purchasing power

⁴Letter from Mr. George Ellison, assistant principal of Lincoln High School.

⁵*Minutes of the Board*, June 5, 1880.

⁶*Laws of Missouri*, 1881, 5.

of the dollar at that time was far greater than it is today; \$5,000.00 then was equal to \$20,000.00 today.

As soon as the money was allotted, the board went about making plans for erecting the building. On April 23, very soon after the legislature adjourned, the Board of Regents met on the call of the executive committee. Mr. Fred H. Binder and Mr. William Vogdt, architects of Jefferson City, presented to the board architectural plans which they had been asked to prepare. The building was to be one hundred feet long by forty feet wide and three stories high, with a basement. These stories were to be respectively ten, twelve, eleven and ten feet high and covered by a metal roof. Mr. Binder was authorized to draft a working plan and an estimate of the cost of completing the basement, first floor, and whatever more could be constructed with the money available. He was further authorized to advertise in the *Journal* and *Tribune* of Jefferson City for proposals for such work.⁹

Fred Binder reported his plans and specifications to the Board of Regents on May 24. He proposed to build a dormitory with a basement and two stories for \$4,441.00. The board had one more story than it expected.¹⁰ This seems like a meager amount, but the building, which was the first section of Barnes-Krekel Hall, was erected for that sum and still stands on the campus, covering as much floor space as the cafeteria erected in 1921, which cost \$50,000.00. This shows, better than words express, the difference in the cost of building then and now—ten times as much in 1921 for almost the same construction done forty years earlier.

Besides the building there were many other developments during this year. A donation came from the Society for the Propagation of the Gospel in Foreign Parts. Lumped, then as now, by certain agencies among the foreign and missionary-aided population, the Negro was at times in the fortunate position to receive much needed funds for his enlightenment. More recently that taint of "foreign-ness" in some instances allows him to join Cosmopolitan Clubs on the campuses of many large universities, which membership he might not otherwise enjoy at all. Now the income from such sources as the Society for Propagation of the Gospel in Foreign Parts has disappeared almost entirely.

The treasurer's report for the year 1881 showed the following items: balance from June 5, 1880, state appropriation, \$13,500; matriculation fees, \$3,380; donations, \$125 (the sum received from the Society for the Propagation of the Gospel in Foreign Parts),

⁹*Minutes of the Board of Regents*, April 16, 1881.

¹⁰*Ibid.*, 127, May 24, 1881.

and rent, \$25. This money was distributed for salaries and meeting other obligations. This shows the small amount of finance the school actually had with which to develop, but it did remarkably well with what it had."

The first year of the Page administration closed with commencement. At this time several persons were recommended to the board for diplomas and certificates. The students who had finished the normal course were Mary I. Fauche of Omaha, Nebraska; James M. Ruthledge of Chillicothe; James S. Hardrick and Ella L. Davis, both of Kansas City, Missouri. Those who were recommended as having completed the two-year course were John L. Barnes of Jefferson City; Benjamin Hayden of St. Joseph, Missouri, and Lewis J. Williams of Chillicothe, Missouri.¹²

The girls' dormitory which had been authorized by the Board of trustees as early as 1881 was completed. The first section of Barnes-Krekel Hall consisted of twelve rooms and the basement. The girls occupied the rooms in January, 1882. The Board asked for bids to complete the entire building so that the students might use it. The lowest bid was \$1,640.00, submitted by Manchester and Beckly, and was accepted. The building still stands on the campus and is still used as a girls' dormitory.

The board felt that since the management of the school was in new hands, it was necessary to make new rules and regulations and to make clear the administration was to consist of the President, the regular teachers of the various departments, and assistants employed by the Board of Regents. The officers of the faculty were to consist of a principal, a vice-president and a secretary. The vice-principal was to be selected by the faculty on the first day succeeding the day on which school began. The right of the faculty to elect the vice-principal has not been kept up; not even the office itself has been maintained. Another rule passed by the Board was to the effect that any member of the faculty or principal absent without permission, except in case of illness, was to have a deduction in his pay.

The president was required to call the faculty together at regular intervals for the purpose of discussing questions relating to the government and discipline of the Institute.

All members of the faculty were required to be present at all faculty meetings unless excused by the president. In case the president was absent, the vice-president presided. If two mem-

¹²*Report of the Superintendent of Public Schools, 1883, 166.* This is Treasurer's Report.

¹³*Minutes of the Board, June 10, 1881, 133.*

bers of the faculty desired a meeting and indicated the same, the president was forced to call a meeting. The management of the school was to be directly under the control of the president. In all cases requiring discipline, the matter was to be submitted to the faculty before definite action of the president was taken. This action was in all cases to correspond with the recommendations of the faculty. It was a natural thing when the school was small to submit all disciplinary matters to the entire faculty. Since then, schools have set up the offices of dean of men and dean of women, who have relieved or should relieve the faculty of much of this work.

The teachers were required to devote themselves to the work of their department. They could exchange classes with other teachers if proper arrangements were made with the president of the school. There was also a daily program of work, a copy of which was in the hands of each teacher and the secretary of the executive committee.

The secretary of the faculty was charged with the responsibility of keeping the records of the faculty and of doing those things which are now done by the registrar's office. At that time, the office of the registrar had not been firmly established in the American college. The office has been only recently established in this college. The other part of the work which is ordinarily done by the office of the registrar was done by the president. He was to classify all students, examine all applications for promotions, keep a close check on the student's intellectual and moral development, and give a report to the Board annually on the condition and needs of the school. Such a report is still required of the executive officer of the school.¹³

The rules for the faculty were not dissimilar to those which might be made at the present time. The faculty of that day exercised more power than one of today, largely because much of the work of former staffs is now delegated to committees, thus contributing to facility and economy of performance.

Under the administration of President Page, the school was slowly making itself felt in the state. Despite the erection of a new dormitory for girls, there was still need for sleeping quarters. The board of 1882 authorized the president to rent a building for girls at the very low cost of \$12.00 per month. The board passed another regulation that all girls who were not residents of Cole County be required to board at the Institute dining room.¹⁴ This

¹³*Minutes of the Board of Regents*, September 19, 1885.

¹⁴*Minutes of the Board of Trustees*, November 25, 1882.

was a necessary rule because there were few places where the students could live, and thus the school had to provide for them. This is still true; one of the problems which faces those who are responsible for the development of Lincoln University is that of providing housing space for its students and teachers.

The work of President Page, as well as that of others at the school, was commended by the state officials. The State Superintendent of Public Instruction said Page was the best educator of his race that it had been his good fortune to meet. He felt, however, that the time was ripe for a change in the method of selecting members of the Board. The Board was then self-perpetuating, a practice which was out of harmony with the methods employed in other schools of the state. When the state took over the school in 1879, it did not change the board of control or the method of the selection. The superintendent had other recommendations with reference to Lincoln University. One of these was that since Lincoln Institute was a separate institution, set apart by law from the other schools of the state, it ought to have Negroes on its board.¹⁵ This suggestion was made in the interest of the school because it was thought that Negroes would have more interest in the school and would therefore be of greater value than white men in its development.

The first report to the legislature, which was made by the Governor after Page became president, had praise for the school and its executive officers. It was said that the statement "Professor Page and his assistants were giving satisfaction to the trustees, patrons, and state officials," should have been added. The school had been transferred to the state largely on the recommendation of Governor Phelps. He held that it should have the same relation to the Negro youth in the state as the University of Missouri had to the white youth. This is familiar educational philosophy in the state at the present time but it was little heard of then. He said that the student who had attended the school had been forced to tread a difficult road in his struggle upward.¹⁶ He recommended a good appropriation for the school in order that it might do the work it had set out to do.

In 1881, one of the problems which faced the new governor of the state was that of securing definite knowledge of the conditions in all the state institutions of higher learning in order that adequate preparation could be made for them. The legislature, in compliance with the Governor's wish, passed a law, approved March 3, 1881, authorizing the Governor to appoint a committee to visit the educa-

¹⁵*Report of Superintendent of Public Schools, 1883, 11.*

¹⁶*Journal of the Senate, 31st General Assembly, Regular Session, 27.*

tional institutions other than those at the capital. This excluded Lincoln Institute and thus the Governor felt that it was necessary for him to make a special reference to the school. He asked a larger appropriation for the school so it could do better work. He based his argument upon the fact, first, that the school was growing as indicated by the enrollment of the years 1881 and 1883, and, secondly, that the school belonged to the normal school system of the state. This idea, that the school was one of the normal schools of the state, made it mandatory upon the legislature to treat it as the other schools were being treated. The school, the Governor thought, should be supported because it was under good management. He said that Professor Page was one of the most competent and diligent educators in the state, and that his devotion to the cause had placed the institution in the position of being worthy of the consideration of the legislature and the patronage of the state.

The prejudice which once existed against the school had been reduced to the extent that it was safe to advocate a larger appropriation in order that the school might carry on its work. That this was a state obligation from which the state could not swerve was the thought of the governor. This was a strong note from the chief executive and no doubt did much to give the school advertisement and to bring it before the citizens of Missouri.

In his report on the condition of the school, which inspired the governor's message, President Page made a plea for more money for teachers' salaries. He talked sound educational philosophy when he said, "a school's growth depended upon the retention of the most efficient and successful teachers." This idea was used to show the reason why the legislature should appropriate more money for the upbuilding of the school.

In 1885, the governor again returned to the subject of Lincoln Institute. The school, he said, was enjoying one of its most prosperous years, and the students who came to it were increasing in number every year with one exception. During Page's first year (1880-1881), the enrollment was 153. The following year the enrollment dropped to 148, but during the year 1882-1883 it increased to 165, and during the year 1883-1884 it rose to 187. The governor again paid a tribute to Dr. Page, whom he considered the best man in the Negro race for the purpose of educating his people. Page insisted upon well-prepared teachers, fitted in every way to carry on the work, and, in a letter to the governor, again asked for more money in order that he might be able to pay better salaries and thus

prevent the loss of his very best teachers." The school has had some very good friends in the governor's chair, but none was more interested in the school than Governor Crittenden, who never missed an opportunity to speak a good word for the institution.

During this time there was an effort made to advertise the school by sending out teachers during the summer to canvass for students. In 1885, the board passed a resolution that \$100.00 be set aside to pay the expense of each teacher who spent his vacation canvassing for students. This was an effort on the part of the teachers to take the school to the people. The teacher at the completion of his work was to present an itemized statement and the board would compensate him for his work.³⁷ It was part of the advertisement to which every school hoping to become known had to resort.

The school was attracting more and more attention in the state. The president and teachers were taking part in the educational program outside of the school. In 1885, President Page was the president of the state teachers' association which met in Kansas City. In early December of that year, he asked the persons on the program to prepare papers. Some of those who were on the program have been famous in the history of Missouri education: E. L. Anthony, who served as principal of the Jefferson City public school; U. S. Sears, a professor in Lincoln Institute; R. T. Cole of Kansas City, for whom the vocational school of that city was recently named; W. W. Yates of the same city, for whom one of the elementary schools is named; M. F. M. Smith, teacher of vocal culture in Lincoln Institute, and Josephine A. Salone, one of the venerated teachers of Lincoln Institute. The subjects themselves were timely and of a practical nature. Miss M. V. Jackson of Kansas City spoke on the subject "Overreaching in Education." This is a peculiar subject and it is difficult to tell what the author of the paper had in mind, or what she discussed. She probably had in mind what we call today, teaching over the students' heads. Another subject on the program was "Sectarianism in School." This was the period in American education when the religious idea was very prevalent. In the schools of this state at the present time religion in any form cannot be taught, so there is no reason for such a subject appearing on the program of a present day State Teachers' Association. Still another subject that claimed attention was industrial education. It was a question of what type of education the Negro should secure. Some agreed that the Negro had learned to work

³⁷*Senate Journal*, Regular Session of the 32nd General Assembly, 45.

³⁸*Minutes of the Board of Trustees*, May 15, 1885.

during slavery and did not need to be taught that, but what he did need to be taught was the classics which he had been denied during slavery. This question has by no means been settled, and still goes on. The advocates in the early part of the century might be divided into two schools, one led by the late Booker T. Washington, principal of the Tuskegee Institute, who advocated largely working with the hands; the other by Dr. W. E. B. Dubois, professor of sociology at Atlanta, who advocated emphasis upon the same type of education as given to the other youths of the nation. There are still repercussions of this contest today; it is not nearly so bitter as it once was, nor does it play such an important role in our education as it did. It can be seen how important these subjects were and why they were considered.

There were also discussions on the subjects in the curriculum, such as hygiene and voice culture. These subjects seem to indicate that the teachers of the state were alive to the problems about them, and showed a willingness to discuss them. The program of this particular meeting of the teachers' association would indicate that the Lincoln Institute faculty took a large part in the work and accounted for much of the success of the association.¹⁹

The very growth of the school has made it impossible for every member of the faculty to attend the state teachers' association as was once the case. Then, it was an easy matter to give the students a holiday and allow the teachers to go to the teachers' association meeting. However, the school is still well represented and the faculty members are taking an active part in the meetings of the association.

The railroads offered reduced rates at that time as they have done ever since. The teachers' association is usually well attended for the reason the teachers in the state have always shown that they are interested in their own welfare and that they will embrace every effort to improve themselves.

Despite the fact that President Page had done a rather excellent job with the school and had done much to advance it, there were those who did not want him. The *Jefferson City Tribune* spoke of those "malicious persons" who tried to stir up opposition against the Lincoln head by preferring certain charges against him. We are not told what those charges were. It is gratifying to know that the Board was ready to defend the President.²⁰

The editor of the paper said of Page, "Although a Negro, we do not hesitate to say that he was one of the most outstanding edu-

¹⁹*Jefferson City Tribune*, December 9, 1885.

²⁰*Jefferson City Tribune*, August 11, 1886.

cators in the state, a thoroughly polished gentleman, and stands on so high a plane above the class that seek to injure him, that their efforts are somewhat on the order of a dog barking at the moon. He is the right man in the right place, and the Board is determined to keep him there."²¹ This was quoted from the paper in another town and shows how far-reaching the influence of Page was and what the state as a whole thought of him. The man himself was doing a great work. It was due to this fact that the people would not allow him to quit. This accounts as much as anything for his staying at the school longer than any other president. It was this administration which endeared itself to the state. The reason he was so dearly beloved by the students and the people alike is well illustrated by an incident that occurred between 1882 and 1884. During that period, some gentlemen from St. Louis corresponded with President Page about the establishment of an industrial school. A meeting, composed of people from all parts of the state, was called at the capital. When it was discovered during the course of the meeting that the gentlemen from St. Louis were only interested in using the school politically, Page and his teachers walked out.²² He was fearless in his efforts, and no one could force him to do what he did not think was right. He always fought for an educational program.

This supposed effort on the part of those interested in industrial education for Negroes had its repercussions in the legislature. Representative Ferris of Ray County introduced House Bill 227, entitled, "An Act Appropriating Money for the Purpose of Erecting a Building Adjoining the Lincoln Institute at Jefferson City for an Industrial School for Colored People." It was also mandatory, according to the terms of the proposed bill, that such tools and machinery were to be purchased as were usually purchased in such cases. The necessary instructors were to be employed.²³ It was referred to the committee on education and, after studying the bill, it recommended that the bill should pass. Despite the fact it had the endorsement of the committee it did not pass and the question of the establishment of industrial education was closed for this session of the legislature.

While this legislature did not grant all that was asked, it did grant additional funds for a building. Two thousand dollars was appropriated, to complete the basement of the girls' dormitory,

²¹*Ibid.*, *Plattsburg Democrat*.

²²Founder's Day Address, 1926.

²³*Journal of the House of Representatives*—33rd General Assembly, Regular Session, 164.

begun in 1883, and also \$7,000 for the construction of a dormitory for young men. The amount set aside for it was \$16,000. The appropriation was small but it marked progress and enabled the school to grow and provided the much needed buildings.²⁴ It probably reflected the attitude which those in authority had toward the school.

The question of an industrial school constantly recurred. Governor Morehouse made special mention of Lincoln Institute in his message before the legislature. He called attention to the fact that students were attending the school from 33 counties of the state, thus proving that the school had ceased to be purely a local institution. He also paid his respects to Dr. Page and his assistants, who, he claimed, were capable and intelligent teachers, affording training equal to that of other normal schools of the state.²⁵ He asked the legislature to grant a liberal appropriation to the school to carry on the work of the institution. The legislature was undoubtedly influenced by Governor Morehouse's message, because it took up the problem and attempted to solve it. The same legislature passed an act to create an academic department which was to be under the Lincoln Board of Regents. This Board was authorized to introduce new courses as necessity might demand and set up such studies as were found in the academic department of the State University. The regents were also to confer such degrees and certificates as were conferred by similar institutions of higher learning. They were authorized to make any laws for the management of the institution which did not conflict with the laws of the state. The president of the Board of Regents was to make a report to the Superintendent of Public Instruction for this particular department as had been the custom for the other departments then existing.²⁶ This shows that those at the head of the school had always added training as it was needed, and those courses which seemed most useful. This is remarkable, for the reason that in many of the Negro schools established at that time there was an attempt to establish the college even though no one was ready for it. It was only natural that these institutions should desire to become colleges because there seems to be something magical in the name. The same thing can be observed in the last few years in the teachers' colleges. These institutions had done a great work in the preparation of better teachers, but it seems

²⁴*Laws of Missouri*, 1885, 6.

²⁵*Jefferson City Tribune Supplement*, January 5, 1887. Message of Governor Morehouse.

²⁶*Laws of Missouri*, 1887, 270. Approved March 19, 1887.

that these institutions felt better work could be done in them if they had the title of Liberal Arts colleges.

Despite the fact the legislature had authorized the establishment of a college department and approved it, no appropriation was made for it. Therefore, no new teachers could be employed to carry on the work. The appropriation for the biennium was \$18,000.00,²⁷ which was a very small amount on which to operate the school, but it added nothing for the new obligations which were imposed by the establishment of the new department.

Another act, passed at this time, was of great importance to the future development of the school. This act authorized the Board of Regents to dispose of the Institute farm and to take the proceeds and purchase land adjoining the school. Five hundred dollars was appropriated for the purchase of the land if there was not enough realized from the sale of the farm.²⁸ The purpose of the law probably was to secure land more conveniently located to the school so that the students could carry on their agricultural work. If the school could have kept the land which is now in one of the most aristocratic parts of the city, the property would be very valuable now. The size of the farm specified indicated that those who planned the farm had no conception of the size the school should be, or did not expect the school to develop.

In 1888, the papers of the city gave notice of the death of Judge Arnold Krekel. He had been a real friend of the institution and along with Lt. Foster had been one of its organizers. When Lt. Foster gave up the work, Judge Kreckel with a few other broadminded men assumed responsibility for it. He lectured on Civil Government and Political Economy for a period of ten years. He gave on the average, one hundred lectures each year and all this was done free of charge.²⁹ This showed the great interest the judge had in the school. The school held a memorial service for Judge Krekel in order to show the appreciation of the race to one of its benefactors. This service was held September 14, 1888, in the chapel which was called the Prayer Hall by the local paper. The hall was filled with students and citizens of Jefferson City. Taking part on the well-arranged program were President Page, Professors Sears and Delaney, and Mr. W. H. Bradbury, who represented the students. The address of Dr. Page was of interest. He traced the life of Krekel from his early youth to his last days. He found much in the life of this immigrant to recommend to students, es-

²⁷*Laws of Missouri, Appropriations, 1887, 7.*

²⁸*Laws of Missouri, 1887, 270.*

²⁹*Jefferson City Tribune, July 18, 1888.*

pecially his punctuality, pre perseverance, and love of humanity. Resolutions, read by Professor Delaney on behalf of a special memorial committee, said that the institute had suffered a great loss in the death of the president of its board, and the Negroes had lost a staunch friend. It was felt that the students and faculty could show their appreciation for one who had labored incessantly for the educational and material advancement of the Negro race. It was resolved that the name of Judge Krekel should always be remembered for the prominent part which he took in the emancipation of the slaves in Missouri, for the founding and fostering of Lincoln Institute, and for his manifested interest in every movement which tended to elevate all classes and races.³⁰ These resolutions were unanimously adopted and were to be printed and sent to the Krekel family as well as to the papers of the state, out of respect to one who had manifested unexcelled interest in the welfare and advancement of the institution.

In 1889 when the legislature met, the president followed the policy which he had followed from the beginning of his administration, that of taking the Institute singers to the capitol each year in order to impress upon the legislature the importance of Lincoln Institute, and to show them what the school was doing. The local paper said this concert, given on February 19, was highly complimentary to the management of the school and creditable to those who participated. The editorial said that this effort was no surprise to those who were familiar with the work of the institution, and expressed pleasure over the fact that the school had not neglected the art of music in spite of the fact that emphasis had been placed on other things.³¹ This program was highly commended by all who heard it. Mr. Thompson, Representative from Macon County, offered a resolution of congratulation to the president, faculty, and students of Lincoln Institute for the successful rendition of a splendid program. It was supported by Mr. Clark of Pike County. This display of the actual work of the institution no doubt had its influence on the aid received at the hands of the legislature.

During this year another group interested in the education and other problems of the Negro came forward. This was a state convention of colored men held in the City of St. Louis, March 16, 1889. The purpose of that meeting was to protest against the passage of a bill then pending which would appropriate \$10,000.00 to build an annex to Lincoln Institute for the education of the blind.

³⁰*Jefferson City Tribune*, September 19, 1888.

³¹*Jefferson City Tribune*, February 20, 1889.

The leader in this movement was Charlton H. Tandy, who had been instrumental in getting the legislature interested in the institution in its earlier struggles. Tandy argued that the passage of such a bill would tend to create prejudice. He held that the asylum then established provided accommodations for the black and white children, and that the state had every reason to allow them to attend the same institution. Such an arrangement was less expensive and the state would be able better to serve indigent persons that way than by an annexation to Lincoln Institute. The proposal was killed, and Lincoln Institute was saved for educational purposes. The question of taking care of these indigent persons was handled in quite another way.

Despite the good work which had been done by Dr. Page and, despite the high esteem in which he was held in the state, there were forces in operation which were bent upon removing the president as head of the institution. The first attack was made upon the Board of Regents. Doctor Tubbs, a Representative from Osage County, introduced a resolution that the Board of Regents of Lincoln Institute be investigated so as to determine if rumors of mismanagement were true. The Board at that time consisted of Jesse W. Henry, L. D. Gordon, John F. Heinrichs of Jefferson City, and J. W. Dickey of St. Charles. The legislative committee after a full and fair investigation exonerated the board of the Institute of all charges of mismanagement of funds belonging to the school.²² After the close of this phase of the attack, little appeared in public print about the condition of the school until August 21, when the Board of Regents met and removed Page from the presidency. The board elected as his successor Professor G. N. Grisham, one of the teachers whom Page brought to the institution when he first took it over. Since that time, Grisham had been teaching in Kansas City. He, like Page, was a good school man and both of them had been educated in the same institution.

This change was a surprise to everyone. The local paper said the topic of conversation on the street, from eight o'clock until late Monday night, was the changes in the faculty of Lincoln Institute. The public's verdict was that the board had made a serious, irreparable mistake in removing Page, such was his high standing in the community.

This was rather strange action because the teachers had been elected in June. The board had been called in August to consider the resignation of Professor Sears as vice-president. At this meet-

²²*Missouri State Tribune*, Jefferson City, May 9, 1889.

ing, the question of the relation of the president of the institution to the faculty came up. It was said by one of the members of the board, whose name the local papers did not reveal, that the further the investigation went, the more serious it became. The records do not reveal the method of the investigation. The evidence was *ex parte* for President Page, who was in Washington, D. C., at the time and knew nothing of the charges. This shows that there was no thought of any unusual happening in the board meeting. The charges were that the president ruled in an arbitrary way and that the good teachers of the faculty would not stay with him. All of the board members, J. W. Henry of Jefferson City, the president; O. G. Burch, secretary; Judge W. S. Davidson, Jefferson City; Capt. F. I. Gaddin, Warren County; Alex Chinn, Howard County, and State Superintendent W. E. Coleman, *ex officio* member of the board, were in attendance when this unusual action took place. This action on the part of the board was of unusual interest to the people of the city. One board member said he felt sure that nine out of every ten white men would say the school was being ruined, while nine out of every ten colored men would say that the school would be saved. Thus, members of the board could only say that what had been done was done for the welfare of the school.

What is difficult to explain from this point of observation is that when Professor Grisham was elected, he was in the city. He accepted the principalship at once.

The June election ended as follows: Inman E. Page, president; W. G. Sears, vice-president and professor of languages; Miss Josephine Salone, natural sciences; F. S. Delaney, history, civil government and art; William H. Furniss, mathematics; Miss Davie King, assistant in language and instrumental music; Miss Minerva Matlock, assistant in mathematics. With the motion to reconsider, all of these passed out of office. The Board elected not only a new president, but also new faculty members. W. G. Sears, vice-president, was re-elected vice-president and professor of languages; E. A. Clark was elected professor of mathematics; F. S. Delaney, natural sciences; Ella Brown, history, civil government and art. The places left vacant were assistant in English, teacher of instrumental music, and matron. If a board could make such a change as this, it would seem that someone on the Board must have had some of those things in view before its meeting.

The board felt called upon to explain the qualifications of the new teachers. Professor Grisham was well known since he had taught here several years and was an able and scholarly man.

Professor Clark came well recommended, we are informed, because he had several years of experience in the schools of Kentucky and Evansville, Indiana. The other teachers were graduates of the school, but were well known throughout the state.

The qualifications of the old teachers were also given. No man in the state was better known to informed men and women than President Page, who had lived here for several years, and no man in Jefferson City was more highly respected than he. He was a Negro of learning and genuine refinement, according to the editor of the local paper, and would long be missed in this community. The editor thought even though Professor Furniss was not so well known, and had not been at the school as long as some of the others, he was well respected throughout the state, and thought of as a deserving man. Miss Salone was popular with students and patrons of the school. Miss King was an accomplished pianist and played much in public recital.³³ This long recitation of affairs, which was taken from the local newspaper that gave so much attention to it, shows the extent of the public interest locally in the school. This was the first episode as a result of the action of the Board.

The second was a meeting which was held on Tuesday, August 27, 1889. It was convened at two o'clock at the office of the State Superintendent of Public Instruction. All members of the Board were in attendance. As the hours wore on and on, and no word of definite action came, the anxiety increased. The Board took a recess at 6:00 P. M. and convened again at 8:00 P. M. President Page was called before that body and questioned on a few points concerning his administration, which he answered candidly and to the point, and then left. He was not confronted with charges of any kind. That was all the news which could be heard from the Board until 10:30 P. M. when it adjourned. Three reporters advanced to find out what had happened and they learned that the action of the Board a week before in employing Grisham was illegal. Professor Grisham, having the wisdom to know that the people here and elsewhere wanted Professor Page and that no one else would be satisfactory to them as president, sent a letter to the secretary of the Board declining to be a candidate for the position. The editor said that Grisham acted wisely.³⁴ The results of the election were the same as the year before. This was an unusual situation as the Board had made definite arrangements, but because of the interest in the school it was forced to change its policy. It is regrettable that the interest which the citizens displayed at this time was not main-

³³*Jefferson City Tribune*, Wednesday, August 21, 1889.

³⁴*Jefferson City Tribune*, August 26, 1889.

tained throughout its history. If such had been the case, many of the changes which have come about would never have taken place.

Despite the efforts of some to destroy Page, he was growing and developing into the life of the state. He was being called upon for almost every kind of service. A new high school was dedicated in St. Joseph and he was called upon to make the dedicatory address. The *St. Joseph Herald*, speaking of this affair, said it was an exceedingly brilliant effort. He was touching the state in almost every phase of its activity.

This year (1889) closed the first period of Page's administration and is important in the history of the Negro in this state. This was the year the state passed its compulsory school law, making it unlawful for Negroes and white children to attend the same school, regardless of the wishes of the community. The *Jefferson City Tribune* said that the term had been a long one of ten months. During this time Professor Page and his corps of able and trained assistants had worked with systematic energy and intelligence for the advancement and improvement of the institution in which every Negro in this state should take interest and pride. This local paper showed a great deal of interest in what was going on at the school. The program of the commencement exercises is more or less a curiosity to us of the twentieth century. Sunday, June 9, the annual sermon, corresponding to today's baccalaureate sermon, was to be given at 3:00 P. M. by Rev. J. W. Jackson of St. Louis. There was to follow the examination (oral) on Monday and Tuesday, June 10 and 11 (it was the practice to give a public oral examination so that all could see the type of work the school was doing); June 11, Excelsior Society at 8:00 P. M.; Thursday, meeting of the Alumni Association at 10:00 A. M.; the exercises of the Banneker Lyceum at 8:00 P. M.; Friday, June 14, commencement exercises were held in the hall of the House of Representatives. This last part of the exercise was an alumni dinner held at 12:30.³⁵ This marked the end of a successful year. Page was able to overcome opposition and carry on the good work which he had started. A person with less integrity and honesty could hardly have overcome such a frame of circumstance.

³⁵*Jefferson City Tribune*, June 5, 1889.

CHAPTER V.

THE PERIOD FROM 1889-1898

DURING THE second phase of President Page's administration, the board felt called upon to make some new rules. One of these rules made it mandatory upon the administration to collect a fee from those students who were not residents of Missouri. The amount charged was the nominal sum of \$10.00. Such a fee is charged in most state institutions. It is done because the people feel that the state owes its own citizens provision for education, but it is not to be furnished free to those who are not citizens of the state. In many states the fee is much more than it is at Lincoln University. The amount collected was to go to the Library Fund.¹ The use to which this fee was put was commendable, because that was one of the school's greatest needs at the time. The condition of the library bore a direct relation to the type of teaching carried on at the school.

The idea of an industrial school, which had been lost sight of when the college department was established, came again to the front. A bill was introduced by Representative Walter Young from the Second District of Buchanan County, which had for its purpose the establishment of a manual training school in connection with Lincoln Institute.² This bill was referred to the Committee on Education, which reported on February 28 that it should pass. The bill was referred to the Appropriations Committee, presumably to see if there was enough revenue to put the act into operation, should it be approved by the legislature. There was probably not enough money available in the treasury for this new addition to Lincoln Institute because the Appropriations Committee, through its chairman, Representative George T. Dunn of Lincoln County, reported that the bill should not pass.³ After this report was made, the bill was laid on the table, and that was the end of industrial education for Negroes during the 35th General Assembly. In 1891, the industrial department could be put off no longer. A bill was introduced to establish an industrial department at Lincoln

¹*Minutes of the Board*, June 12, 1891, 196.

²*House Journal*, 35th General Assembly, Regular Session, 213.

³*Ibid.*, 1008.

Institute. The reason for the establishment of this department, according to the bill, was that afforded Negroes of the state the opportunity to receive instruction in those branches of study relating to agricultural and mechanical arts and thereby fit themselves for useful trades. The control of this department was to be under the regents of Lincoln Institute who were authorized to do those things which were common to such bodies, such as conferring degrees and diplomas. The diplomas and degrees were to be of the nature of those conferred by such schools.

The Assembly appropriated out of remaining money in the treasury the sum of \$10,000.00 for the erection of a suitable building, \$9,000.00 for the purchase of tools, machinery and apparatus, \$3,000.00 for the purchase of additional land, and \$3,000.00 for maintenance. The building was to be erected according to plans and specifications approved by the Board of Regents of Lincoln Institute and under the direction of the executive committee of that body. The legislature added a stipulation that no part of the money should be made available until plans and specifications for completion of the entire building had been furnished.⁴ The state had at last come to the realization that industrial education was necessary if the school was to render the greatest service to the community in which it was located. This act not only established an industrial school, but made available a part of the Morrill Fund for its support. The Superintendent of Public Instruction was to forward yearly to the Secretary of the Interior at Washington the complete number of children in the state between the ages of five and twenty. The number of white and Negro children was to be listed separately. Sentiment in the state had changed to the extent that there seemed to be no opposition to such a department.

The Morrill Land-Grant Act provided 30,000 acres of land to the states for each representative and senator for the purpose of supporting agricultural and mechanical colleges. Each state handled the land as best suited its purpose. In some states, new colleges were set up; in others, the new college was attached to the state university. In this state, the latter method was followed. The Rolla School of Mines is not on the campus at Columbia, although it is under the Board of Curators of that institution. In the first bill introduced in the national legislature, nothing was said as to how this money should be spent. It was given to the state to dispose of as it deemed best, as long as it was spent upon agricultural and mechanical education. In this state, all of it was spent

⁴*Laws of Missouri*, 1889, 22.

for the University of Missouri. The Negroes of the state had agitated for a part of this fund, but none of it was secured. All that Lincoln received for its support and upkeep was the appropriation from the state. In the 51st Congress, this act came up again and was amended so that none of the money provided under the law of 1862 could be given to a college when there was distinction on account of race. This was not construed to mean that where the races were separated according to the law of the state, they must be admitted to the school where they were previously barred by law. It did mean, however, that if Negroes were barred from the state school for whites, the state school could not keep all the money; part of it must be given for the benefit of the Negroes.⁵ If this was not complied with, the state would receive no further funds under the Morrill Act. This act had been recently passed and undoubtedly had some influence on the Missouri legislature in setting up the industrial school.

Gov. David R. Francis in his message to the legislature called attention to the progress of the students at Lincoln Institute. He said that it might be necessary to change the courses at the school in order to give attention to agriculture and trades⁶ so as to comply with the demands of the federal grant. This was the condition of the grant which the governor pointed out very clearly and this was the only way that these funds could come to the University of Missouri.

It now becomes clear why the state was so generous to Lincoln Institute in setting up its industrial school; the pressure of the national government was being felt. These last sections were not added until long after the bill had been introduced, when adjournment was almost at hand. This indicates that, at first, it was not intended to give any of the Morrill Fund to Lincoln Institute. As time moved on, it was evident that no more funds could be secured under that act for the State University unless funds were expended for Lincoln Institute. This gave the appearance of a generous attitude on the part of the lawmakers toward the school.

This ended the formality of authorizing the industrial school; the great question now was that of putting up the buildings and getting the school in operation. The Board of Regents did not know what to do or how to get the industrial work started. It had descended upon them like a bolt from the blue. It is true that there had been constant agitation for industrial education, but it is doubtful if anyone expected it to come at this time. How-

⁵*United States Statutes at Large*, Vol. XXVI., 417.

⁶*Jefferson City Tribune*, January 7, 1891, Supplement Biennial Message.

ever, it had come and preparations had to be made. The Board of Regents met early in April to organize and take this matter under advisement. In order to get its bearings, it called in some experts in the field of industrial education. Professor Bahlman of Independence, Mo., and President Osborne of Warrensburg State Teachers' College, Warrensburg, Mo., were in the city on other business at the time and, by request, came before the board and made addresses on the subjects of manual training and an industrial department suitable for a school like Lincoln Institute.⁷ They gave the board the benefit of their experience and observations in their own work. Much of the information was useful in working out the program here, especially in keeping it on a practical level. The board did nothing more at this time than take under consideration methods by which the act of the legislature in reference to industrial education at Lincoln Institute could be put into operation. The executive committee was authorized to appoint a committee to visit manual training and industrial schools elsewhere so that they could see what the common practices were, in order that it might make the department here conform to the prevailing pattern for such a school. This committee was authorized to prepare plans and to make provisions for carrying out the objectives of the law establishing the department for instruction in agriculture and mechanical arts. This was all that was done at this meeting in reference to the building.

The Board of Regents held another meeting on April 21 at the First National Bank to discuss the process of establishing the building for the industrial department. A. W. Elsner was employed as an architect to prepare plans and specifications for the industrial school building. The board in its meeting on April 7 took up the matter of building a residence for the president. After thorough discussion, it was decided to turn it over to the executive committee. The committee reported to the board at its meeting on April 21. The board turned this matter and other matters referring to the building over to Mr. Elsner who was to prepare plans and specifications.⁸

The board was also authorized under the bill setting up this department to purchase land in order to carry out the provisions of the act. In its meeting of April 21, 1891, the board made a contract for the purchase of three and one-half acres of land adjoining the property of the Institute. Two and one-half acres belonged to Hon. Phil E. Chappell and one and one-half belonged to Mrs. Eliza

⁷*Jefferson City Tribune*, April 8, 1891.

⁸*Jefferson City Tribune*, April 22, 1891.

Neal. This was supposed to round out the twenty acres and was deemed amply sufficient for the school needs. The institution got four acres instead of three and one-half as reported in a newspaper. The state had appropriated five hundred dollars for this land; it would seem that the trustees spent only four hundred on that item.

The state alone authorized the commissioners of the permanent seat of government to convey a tract of land in Cole County to the school—the acres adjoining the school's land. The land, the act said, was doing Lincoln no good, nor was it doing the state any good. It was Outlot 21 and the northern half of Outlot 20, except one acre in the northeast corner of Outlot 20.⁹ The addition of this land was in harmony with the spirit of the act which made an effort to set up an industrial school. The exact amount appropriated was as follows: \$10,000.00 for the erection of the building; \$9,000.00 for tools, machinery, and apparatus of all sorts. There were also items of \$500.00 for additional land, one of \$3,000.00 for maintaining of the school, and one of \$1,000.00 for the residence of the president.¹⁰

The board met again on June 12, 1891, to receive the plans and specifications for the building. Plans were presented to the board by the architect. The contract was awarded to one Binder of Jefferson City, the lowest bidder. The Board also agreed that the building was to be put on the crown of the hill.¹¹ This building stood there until 1931, when it was razed to make room for the new set-up of buildings comprising the present quadrangle.

We were informed by the Jefferson City newspaper that construction of the new building was progressing and that all signs pointed to the fact that the building would be opened on November 10. The new director, J. H. McQuillin, had been employed in the meantime. He was in the city and was of great assistance to the board in the preparatory work of getting the department successfully inaugurated.¹² There were few Negroes in the country who were able to take over a department such as the one under consideration and it was necessary to call upon whites.

The local newspaper later carried another article on the industrial school at Lincoln Institute. It insisted that the school would soon be completed and that the colored youth of the state would be afforded an opportunity to learn some useful occupations other

⁹*Laws of Missouri*, 1891, 206.

¹⁰*Ibid.*, 22.

¹¹*From the Minutes of the Board of Regents*, June 12, 1891..

¹²*Jefferson City Tribune*, September 9, 1891.

than preaching and teaching, as though these were the only occupations in which Negro students particularly fitted. The reason many went into those professions was that most of the others were closed to them, a reason, no doubt, which the editor had in mind. He said further that the value of the industrial school could be determined only after a fair trial. He thought that Negroes, as a class, were not much inclined toward mechanical trades and that the younger generation had no desire to stick to farming. This seems to be an inaccurate statement and formed from probably small observation, because the Negroes of the South had carried on most of the mechanical work on the plantations and up to recent times had done a large part of the building in the South.

So far, says he, as the mechanical trades are concerned, there are plenty of skilled workmen to fill the demand. "And as all know, it is a rare sight to see a race mechanic; so that it must be concluded from prejudice and lack of demand that there is little use in the Negro learning occupations at public expense which he would not be able to profit by in the future." This was, no doubt, the sentiment of a large number of persons, and may account for the reason why it was so difficult to get industrial work started. The labor unions have objected to turning out skilled workmen among Negroes for fear of competition, and this seems to be a vital reason for the objection.¹³

The editor was ready to tolerate the school because he wanted it to be a success. It was important that the Negro learn the habit of industry. He was too much of a loafer, the editor thought, and was disposed to expect something for nothing. It was of great interest to the public that he become a more useful citizen. The editor did not understand the social conditions then prevailing. A large number of Negroes are loafers because they cannot be anything else. They are the marginal workers, the last put to work and the first to be laid off. It is only in boom times that they are employed, so it is difficult for large numbers to do anything other than loaf. One cannot feel this is a racial trait, but rather a human trait. No doubt if the editor were writing today he would give a different impression.

The editor of the local newspaper allowed another blast to hit Lincoln Institute. This was by a resident who was political minded. He said, ironically, that there was no politics in Lincoln Institute, but since the Democrats had jarred the rock-ribbed foundation of Cole County by their victorious shouts the previous

¹³*Jefferson City Tribune*, October 14, 1891.

Tuesday night, the school bell seemed to have a muffled sound. This citizen said the bell sounded as though it had a bad cold and were going into a decline. He had been accustomed to its joyous sounds around the eastern end of town every night about ten o'clock. This had degenerated into a few taps which were not loud enough to disturb a sick person.¹⁴ This person had depended upon the school bell and undoubtedly got much pleasure out of hearing it, and felt that it was his duty to say in the public press how he missed it. It is very strange that he made any reference to political connections; certainly politics did not show on a college campus in that wise. The school was a state institution, and if it were to show an interest in politics it was much more important that it be the state brand rather than the local brand because support came from the former source.

In 1892 the question of President Page's fitness for the position of chief executive of the school came up. All those forces which were at work against the president in 1889 were again making their presence felt. On June 10, 1892, when the board met and the question of the election of the teachers came up, the election was postponed. It was moved that the faculty as a whole be brought before the board and asked to explain some questions on matters that troubled the board.¹⁵ This body met on July 7, 1892, and decided to drop the whole faculty except the president. It was probably the one way the board felt that it could restore harmony in the institution. The board made further preparation for carrying on the work of the school by instructing the secretary to advertise for applications of teachers for the following year.¹⁶

This is a rather interesting situation, and there must have been a reason for what happened. On July 21, the *Jefferson City Tribune* reported a mass meeting held by Negro citizens in Jefferson City which was well attended, thus showing the interest of the people in the welfare of the school. The meeting was called to order and its purpose stated by Reverend Whitmore of the Methodist Episcopal Church. George W. Dupee was elected chairman and S. H. Nuthall secretary for the meeting.

One of the first pieces of business before the mass meeting was the appointment of a resolutions committee. The committee was composed of C. R. Costel, Reverend Whitmore, T. C. Capelton, Archie Drake, and J. E. Carter. They retired and in due time reported a set of resolutions. The fact that resolutions could be so quickly

¹⁴*Jefferson City Tribune*, November 15, 1892.

¹⁵*Minutes of the Board of Regents*, June 10, 1892.

¹⁶*Ibid.*, July 7, 1892.

returned would indicate that they were probably partly prepared before the meeting took place. It also shows how affairs at the school were reflected in the community.

The committee members felt that a crisis had arisen in the history of Lincoln Institute and that it was their duty as patrons and beneficiaries to express their opinion at so grave a moment. That, it said, was the reason the people had assembled themselves in mass meeting. Their purpose was to formulate action relative to the decision of the Board of Regents of Lincoln Institute on July 7 in dropping the whole faculty and retaining only one, the president, without any charges being made. The mass meeting adopted and endorsed these views: "That the committee should appeal to the board, to the fair-minded citizens of the community and to the state to justify its action."

The committee thought the faculty did its duty in calling upon the Board of Regents to investigate certain accusations that hurt and injured the institution beyond calculation. It was reported in this meeting that the board refused to make the investigation after promising the faculty it would do so. This was done so that the faculty would not resign three weeks before the end of the term. The Board of Regents had done violence to their notions of fair dealing. The committee hoped that the matter could be adjusted without carrying it to the bar of public opinion. It claimed to know the facts in the case and the committee feared making them public would do the school a great harm.

Its next action was to appoint a committee to go before the board and ask that body if it were possible to reconsider its action relative to those members of the faculty against whom no charges had been sustained. The committee consisted of Reverend Whitmore of the M. E. Church, Rev. C. N. Douglas of the A. M. E. Church, Rev. J. S. Dorsey of the Baptist Church, Messrs. Archie Drake, Howard Barnes, C. R. Carter, and G. W. Dupee.

Then as a last act, the committee turned its attention to those who had been dismissed from the institution. The assembly tendered its appreciation to Prof. F. S. Delaney, Prof. Edward A. Clark, Prof. W. R. Lawton, Miss Minerva J. Matlock and Miss Georgia M. DeBaptist for their eminent service through a series of years. Then, too, the assembly assured the dismissed teachers that it had complete confidence in their ability and fitness and regretted beyond expression their severance from the school and from the community. This showed the great interest the people had in the actions of the board. It seems, however, that the energy and time of the citizens went for naught because the board elected a

new faculty consisting of the following: J. L. Love, R. L. Harris, J. M. Gilbert, Luellen Williams, Miss Susan Peters and James Rutlege. This crisis was overcome by the board's standing squarely with the president.

The faculty had felt the loss of one of its oldest and most influential teachers during this period of stress and strain. He was Prof. W. G. Sears, who died on July 24, 1890. He was born in New York City in the year 1850, when the great abolition agitation was giving the country much concern, the very year when the country under the influence of Henry Clay had worked out the Great Compromise. Sears had the same struggles to secure an education that most Negro boys and girls have. By hard work and frugality, he was able to graduate from Howard University in the City of Washington. He married Miss Watts of Glasgow, Missouri. He was professor of English and during part of the time here he was vice-president of Lincoln Institute. At the time of his death the faculty passed a set of resolutions attesting to his worth.¹⁷ These resolutions were printed in the local newspaper, testifying to the high esteem in which he was held by the community.

Professor Sears was succeeded by Prof. S. D. Fowler of Virginia. Not knowing much about his education, the Board of Regents employed him without a contract until they could find out more about him.

The commencement exercises of 1893 were of unusual interest. They lasted from June 11 to June 16. There was no change in the order, just in the names of the persons taking part. The examinations were to be held in the morning while the afternoon was to be taken up with exhibitions and contests of various sorts. The unusual thing about this commencement was that the alumni called a state convention of persons of worth in the state in connection with the alumni meeting. Outstanding Negroes of the state were in attendance. The purpose of this meeting was to find ways and means for erecting a memorial to the soldiers of the 62nd and 65th Colored Infantries, which was to take the form of a building to be erected on the campus of the school. This building was to be one of two stories containing a gymnasium on the first floor and a library on the second floor. After selecting a committee authorized to raise the necessary funds for the erection of the building, the convention adjourned.¹⁸ This was an excellent idea and its importance can be understood when it is realized that it was 1931 before the school was able to supplant the old gymnasium. Both of the

¹⁷*Jefferson City Tribune*, July 30, 1890.

¹⁸*Ibid.*, June 21, 1890.

units mentioned for this proposed building are now in College Hall. It is to be regretted that the convention was not able to carry out its objective for the reasons that the school probably might have grown much more rapidly if the persons interested in the university had been able to carry out what they had in mind. The school would not have had to wait all these years for the erection of the library and gymnasium units. It is hoped that soon we shall have a building or buildings such as the alumni had in mind.

The departments and courses offered by the Lincoln Institute of 1893 are worthy of detailed attention. The school had an elementary department which had four classes designated as follows: A class, whose enrolment was 22; B class, 41; C class, 32; and D class, 23. This shows how poorly prepared these persons were who came seeking an education.¹⁹ The normal class had the same set-up as the elementary classes A, B, C, D, with 44 students. The classes were arranged as follows: 6 students in A class, 9 in B class, 10 in C class, and 19 in D class. The college preparatory department consisted of two classes with two students, one in each class. It is interesting to note the reason for the establishment of this department. Its purpose, as stated in the annual catalogue, was to fit the student to enter college as well as to enter life with a good academic education. This arrangement would, it was thought, accommodate a large number of students who because of limited means were not able to pursue the work of the college department. The applicants for the normal department were expected to pass all the courses in the elementary department before entering the college preparatory department.

The courses in the normal department were offered in the ascending order here: Zoology, Physiology, Latin, Algebra, Rhetoric and Drawing in the D class. The offerings for C class were Physics, Latin, English Literature, Methods, Geometry, Psychology, Elocution, Civil Government and Drawing. The third year, which was called the B class, offered the following courses: Chemistry, Latin, Literature, General History, Trigonometry, Astronomy and Drawing. In the senior year, which was called the A normal class, the following subjects were offered: Psychology, Geology, History of Education, and Methods of Applied Psychology. There were several sciences, but the major emphasis was placed upon the classics following the pattern of the New England college which placed special emphasis upon classics and mathematics.²⁰

¹⁹*Annual Catalogue*, 1893-1894, 10.

²⁰*Lincoln Institute Records for 1898*, 20. These are the subjects given by Mrs. Z. N. Breaux. They are at variance with those in the catalogue for 1893-1894.

According to the catalogue, the normal department curriculum had a course of study consistent with courses in the normal schools of other states. The course was of two types, two-year and four-year. The department gave a certificate for those who finished two-year courses permitting them to teach in the state for the reasonable period of two years. The first two years contained none of the so-called educational or pedagogical subjects. The subjects given were the usual high school subjects. Only in the last two years was any attention given to teacher training. The subjects of a professional nature were Psychology, History of Education, and the teaching of elementary subjects over two terms. One virtue in the work of the normal school then was that most of the time was taken up with subject-matter fields so that the student knew something to teach. The reverse is true in far too many instances now, though there has recently come a reaction against that practice.

The curriculum of the college department of that time was devoted almost exclusively to Latin and the classics. As was customary in colleges then, a little science and even less social science was offered. The statement setting forth the purpose of the college said the college department was set up so that the Negro youth of the state might have an opportunity to take the same courses as those given at the state university. An apparent effort was made to duplicate the course offerings of the state university.

A glance at the curriculum of the colleges of that day and those of the present day will give an indication of the differences. The problem many college students face now in not being able to read Latin or Greek did not face the students of that period.

Another addition to the school was the industrial department, whose purpose was to afford young men an opportunity to receive instruction in mechanical drawing and the use of tools and mechanics as applied in the useful trades, along with an ordinary academic course of study. The trades this department offered were shop work, carpentry, including joining and turning, blacksmithing, machine work, and mechanical drawing.

The Board of Regents from time to time made rules to regulate its actions and those of the president and faculty. By a resolution adopted in 1895 the executive committee was authorized to do all business incidental and special for carrying on the work of the school in all its departments. The executive committee was empowered to fill all vacancies, to employ additional teachers or assistants and to draw warrants of officers and teachers. In fact, it could carry out all the functions which were delegated to the

board.²¹ The purpose of this arrangement was to have the school function properly. There would not be the necessity of incurring the expense of calling the whole board. It was the thing which had been and still is customary. This motion was introduced by Superintendent Kirk, who was in every sense a school man. When he left the superintendency, he went to Kirksville and remained in educational work until his death.

There was an effort on the part of some persons to make Lincoln Institute a state university for the benefit of the Negro race. Such a bill was introduced by Rep. M. B. Hart of Putnam County on February 23, 1895. The proposed act was to make Lincoln Institute the state university for the colored people of Missouri, and also provided for the government of the same.²² It was read for the first time at its introduction. It was read the second time on February 25 and referred to the Committee on University.²³ The House was quiet on this matter until March 15. On that day J. T. Short of Cole County, who was on the Committee on University, to which was referred the matter of making Lincoln Institute a university for colored people, reported and recommended that the bill be not passed.²⁴ It would be interesting to find out what reason was given. It would have seemed only natural for the state to make of Lincoln Institute the state university for Negroes since they could not go to the University of Missouri.

On February 23, 1895, only two days after the bill was introduced in the House, a bill dealing with Lincoln Institute was introduced in the senate by Senator Peers from the Tenth District.²⁵ It was the same bill which had been introduced in the House, thus indicating that it had sprung from the same source. It was read the first time and seventy-five copies were ordered printed.²⁶ On March 1, 1895, the bill was read the second time and referred to the Committee on Education and School Text Books, which reported on March 23. The report said the committee had examined the matter carefully but had reached the conclusion the bill should not pass.²⁷ It was killed in both houses by a committee report. It is to be regretted that this bill did not pass because if it had passed, it would have brought about a different attitude toward the school. Sentiment would have forced the state to set up opportunities for

²¹*Minutes of the Board of Regents*, June 14, 1895.

²²*Journal of the House of Representatives*, 38th Regular Session, 1895, 627.

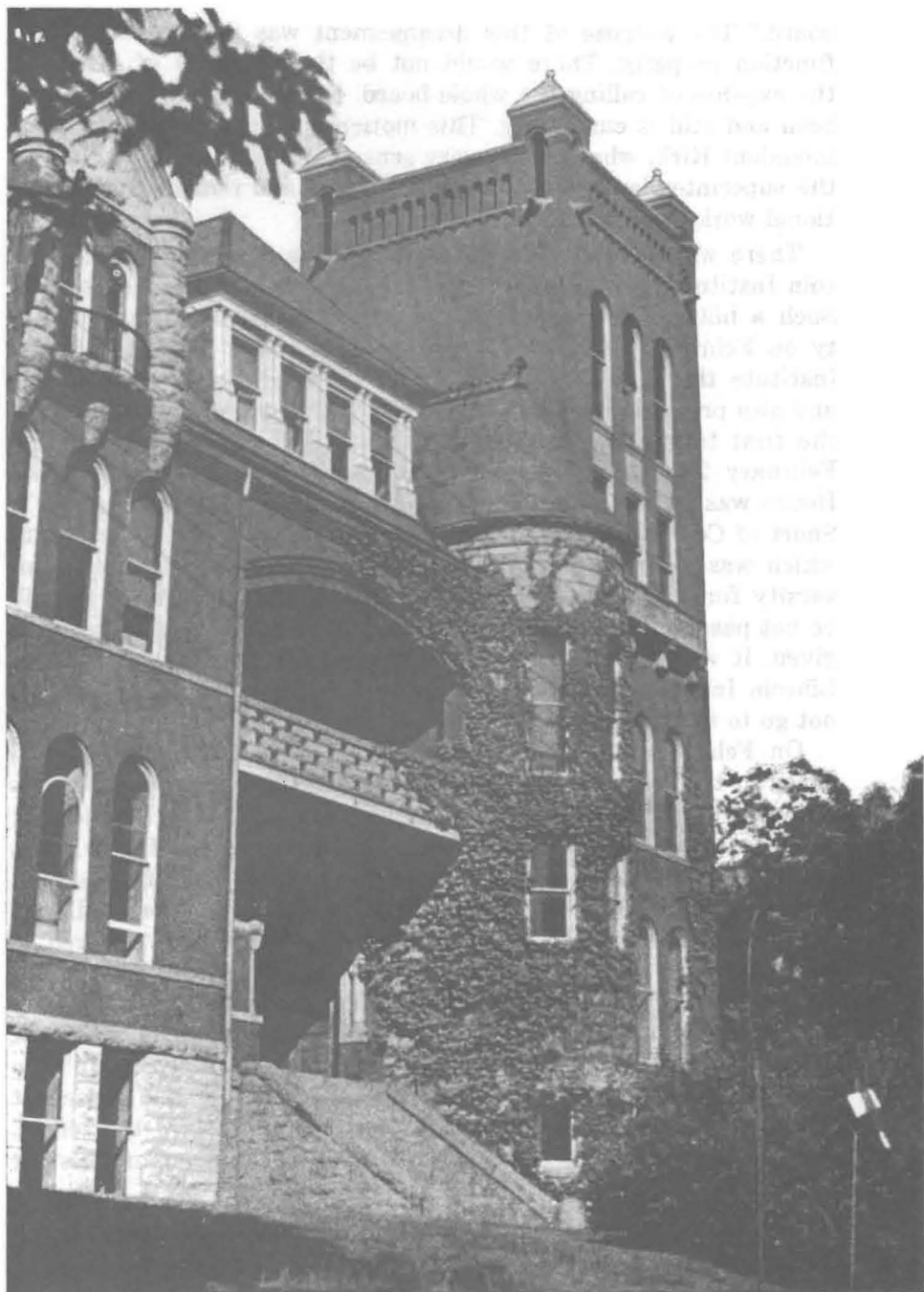
²³*Ibid.*, 639.

²⁴*Ibid.*, 1086.

²⁵*Journal of the Senate*, 38th Regular and Extra Session, 1895, 375.

²⁶*Ibid.*, 435.

²⁷*Journal of the Senate*, 1895, 831.



MEMORIAL HALL
The High School Administration Building

the Negroes of the state equal to those set up at the University of Missouri.

In August, 1894, while President Page was away delivering an Emancipation Day address at St. Joseph, the first main building was destroyed by fire caused by lightning which struck the building about midnight and caused it to burn down before assistance arrived. Dr. Page read of the catastrophe in the papers of St. Joseph. He hurried back to the city and had a conference with the president of the board. At this conference reconstruction plans were decided upon for the main building.

The fire made it necessary for the administration to ask the legislature to appropriate about \$50,000.00 for rebuilding. There was, however, an insurance of \$10,000.00 on the building which was paid to the state treasury. This was part of the amount which the state was asked to appropriate for the benefit of the regents of Lincoln Institute; thus the amount which the state would actually be asked to pay was about \$40,000.00. When this matter came before the legislature, it appropriated the money without much difficulty, we are informed by President Page.²⁸ At any rate the money was secured, not the \$50,000.00 which it was thought would be asked for, but \$40,000.00, and the present Memorial Hall was erected. This building contained administration and instructional units until 1930. It is a substantial building and whatever the school's plans of expansion are, it is to be hoped that it will not include the destruction of this building which indeed should stand as a monument. It should be renovated and modernized. This building was equipped also out of the \$40,000.00. Such a building could not be built for \$100,000.00 today. The appropriations for other phases of the school follow: support and maintenance, \$18,000.00; support of industrial department, \$6,000.00, and \$1,000.00 for the agricultural farm.²⁹ The total appropriation, including that for the building, was \$65,000.00. The state therefore had appropriated only \$30,000.00 for the building. It should be said that the auditorium constructed in Memorial Hall still serves the school as its only large assembly room. The administration is asking for funds to erect a new library and auditorium which would fit the needs of the present-day institution.

The college department had been established in 1887, but evidently students did not enter it at once. William A. Jackson, a graduate of the normal and industrial departments, was the first graduate from the college and was immediately appointed

²⁸Founder's Day Address, 1926.

²⁹*Laws of Missouri*, 1895, 20.

an assistant in the industrial department where he remained. This was pronounced the most prosperous year in the history of the institution despite the fact that the main building was destroyed by fire. The average attendance during this term was about two hundred, much larger than for the previous year.³⁰ The new building was also under construction at this time and there was every evidence that it would be ready by November. It was equipped with everything of the latest design and was rather well built. The building was turned over to the state and dedicated to the service of education on September 4, 1895. There was prepared by the president an instructive and interesting program for the occasion. The Superintendent of Public Schools of the state, John R. Kirk, spoke on the evolution of civilized society. When Doctor Kirk left the superintendency, he went to Kirksville Normal School, where he remained as its president and teacher until 1937. He was a vigorous educator and belonged to that progressive group of educators who have contributed to the welfare of Missouri. Another person who spoke on this program was Walter M. Farmer of St. Louis, a graduate of the school. He delivered an impressive address. For a long time he has been located in Chicago and is one of the leading lawyers in that section. The subject of his oration was not given. The reporter only says he reflected credit upon his institution. The last address was given by B. B. Cahoon of Frederickstown, a member of the Board of Regents. His subject was "The Immortality of a Great Idea." In his address, he paid a glowing tribute to the Negro regiments that founded Lincoln Institute.³¹ The music on this occasion was furnished by the students, and it was reported to be of an excellent quality. With this formal dedication the building was opened. It has been in use ever since.

Despite the good work of President Page, there were those who were opposed to him. The same forces which had worked so hard to displace him in 1892 were still active and they were augmented by others. There were many rumors against President Page, some of them reaching the attention of the Board of Regents. One rumor was that the president and his wife were responsible for the split in the Methodist Church. This had come about because some of the members of the A. M. E. Church were not satisfied with conditions and decided to organize the A. M. E. Zion Church. For those persons who were looking for a chance to place charges against President Page, this offered an excellent opportunity. The members of the church who had left the parent church felt it their

³⁰*Jefferson City Tribune*, June 19, 1895.

³¹*Jefferson City Tribune*, September 16, 1896.

duty to set this rumor straight, so they met and passed a set of resolutions, as follows:

"Whereas, certain rumors are to the effect that Professor I. E. Page and wife were the prime movers in splitting the A. M. E. Church of this city and whereas certain persons are officious in circulating said rumors for a designing and malicious purpose,

"Therefore, be it resolved that we, the members of the A. M. E. Zion Church in a special meeting without the knowledge or advice of Professor I. E. Page or the influence of his wife, withdrew and severed our relations from the A. M. E. connection.

"Further, be it resolved that we as members of the A. M. E. Zion Church do deny and denounce said rumors as being a malicious falsehood and we condemn said parties in their attempt to destroy the good name and usefulness of the president of our great state institution.

"Therefore, be it resolved that we most heartily endorse the careful and wise management of Lincoln Institute.

"Therefore, be it resolved that a committee of seven be appointed to draft suitable resolutions to be presented to the press and Board of Regents.

"Ordered at a meeting of the members of the A. M. E. Church.

Committee

Richard Winston
Peter Woodfork
Silas Ferguson
Harriet Parks

Matilda Nelson
Lycinda Hunter
F. N. G. Brown
P. W. Dunavant (Pastor)"²²

This document was sent to the Board of Regents and was in its hands on June 22, 1896. There were no other charges which were mentioned in the minutes. These charges were taken down by R. R. Morrow, a stenographer hired by the board, and are not in the minutes. It would be interesting to know what the charges were, but they are not available. Several persons were heard, among them Thomas Brown, Mrs. J. E. Carter, Ida Dupee, Mrs. Dupee, John Carter, James Henry, C. R. Curtis, and others for the prosecution were heard and continued to be heard until evening. Mr. Cahoon offered the following resolution which was adopted:

²²The document is in the Registrar's Office, Lincoln University, and is undated.

"Resolved, that the Board of Regents of Lincoln Institute Normal School of Missouri, after hearing patiently and fairly investigating the charges preferred against Inman E. Page, the principal thereof, and by Mr. Carter, Dupee, and other colored people of Jefferson City, do find all said charges to be ill-founded and not sufficient by the testimony brought out by the complainants before this board, to the contrary, the board finds from such testimony that Principal Page is not only a gentleman of high moral character, of superior intellectual attainment and excellent executive capacity but his part and recent connection with said institution has been so commendable that we hereby re-employ him and also re-employ the entire board of present assistant teachers and professors and the matrons at the salaries paid them for 1896."³³

This resolution was adopted by all present and closed the attack on President Page for the time being. It indicates the influence this man had with the Board of Regents. It is to be regretted that a man who was doing so much for the school should be disturbed in his effort of giving the Negro boys and girls what was offered to the whites of the state.

The school had nothing exciting for some time, smoothness being the order of the day. The A and B Normal classes were relieved of all industrial work, shop work or sewing.³⁴ It was probably thought that it would be of little service to that level of students and that they might more profitably spend their time on those things which they were expected to use. The other students could not be relieved of this condition unless excused by the faculty. It was thought at that time some form of industrial work was essential to one's success. It was part of the program of all high schools.

Since 1891 the state had been carrying out its obligation under the Morrill Fund to Lincoln Institute. In 1898 the amount received by the school was \$1,280.10, which came from the \$24,000.00 received by the state.³⁵ The amount was small but it was no doubt of great aid to the agricultural and mechanical departments of the state university. It was of great aid to the administration of Lincoln Institute in the development of its industrial departments.

There were several innovations that claimed attention during this period. Prof. J. W. Damel was granted permission by the board to set up a class in telegraphy for the purpose of acquainting stu-

³³*Minutes of the Board*, June 22, 1896.

³⁴*Minutes of the Faculty of Lincoln Institute*, December 3, 1897. Minutes in the Office of the Business Manager.

³⁵*Globe-Democrat*, July 22, 1898.

dents with this subject. It is difficult to see at this date how it could be of much importance because few students could find employment in that field.

Professor Morse was granted permission to hear a division of the young men in singing at one o'clock daily. This was for the purpose of giving them training in a thing that seemed essential. Too much emphasis could not be given to that subject. These were new avenues which were being opened to the student. Miss L. L. Clarke was appointed librarian with power to provide ways for distributing the books and periodicals to the best advantage. It is to be regretted that this interest in the library was not continued. Not enough money was given to have a person devote full time to it.

From a small, insignificant beginning, the school had grown to one of importance during the years of Page's administration. He had been connected with the school for a period of twenty years, eighteen as president. Though he had difficulty with those who wished to use the school for purposes other than that of education, he had been able to weather every storm. In 1897 the territorial legislature had authorized an institution of learning for Negroes in Oklahoma. Doctor Page was called to be its first president. It may be that he decided to take it because of the ill-treatment he received in both 1892 and 1896 at Lincoln. Whether this is the explanation or not, he gave up his work and took over work in Oklahoma, where he remained as head for twenty years. The development of Negro education in this state is closely allied with that of Missouri because of his influence in both states.

The St. Louis *Globe-Democrat* said, in speaking of the commencement of 1898, "President Page presided at the commencement which was held in the House of Representatives and with that closed his career as president of Lincoln Institute."⁶ Several years passed before he again came back to the State of Missouri.

The interest which the public took in the school during the early years seems unusual when we compare it with that of the present. The community was concerned with every act of importance to the school. In the Foster administration when the school was about to close its doors, the public was so much interested that money enough was collected to keep its doors open. As an indication of the interest the public had in this affair the Governor of the state presided and took the lead in raising funds to save the institution. This was done when the school was not a state school but only a struggling private school.

⁶June 18, 1898.

The citizens of the community were vitally interested in the personnel changes. That accounts as much as anything for Dr. Page's remaining president of Lincoln Institute for such a long time. This is well illustrated by incidents in Chapters IV. and V.

The local newspapers kept the public informed of the things going on at the school. The meetings of the Board and even the president's talks to students were reported. Such is not the case now and that may account for the difference in the attitude of the local community. It can only be hoped that the people of Jefferson City will again manifest that same interest in the school.

CHAPTER VI.

THE PERIOD OF PRESIDENTS.

WHEN PRESIDENT PAGE left the school, there was a large number of applicants for the presidency. The applications began to come in as soon as it was known that Professor Page was leaving to take work in Oklahoma.¹ Some of the applicants had not learned that college presidents should be called and that they should not seek the job personally. If this philosophy had prevailed at Lincoln, it might have prevented some of the confusion which has been so evident in the school's history. (It can only be hoped that the board of control in the future will follow the policy that if a person seeks the position of president, he is probably unfit for the job.) If such a policy is followed it will announce to all those who might be interested that there will be no reason to work against the person who happens to be in the office. This very act might do much to stabilize the administration of the school.

The Board of Regents of Lincoln Institute met on June 20, 1898, for the purpose of electing the president and faculty for the year 1898-1899. After considering the qualifications of all the persons who aspired to the position of the presidency, the Board elected by vote of all its members, John H. Jackson, formerly of the State Normal School of Kentucky. He had given every promise of a thorough school man and seemed the best man who could be secured at the time.²

This was a rather important meeting because the other members of the faculty were also elected at this time. The vice-president, B. F. Allen, had conducted some of the summer normals in the state and had been a member of the faculty for several years. The other teachers were J. W. Damel, J. H. Garnett, J. E. Givens and Miss V. L. Johnson. In the industrial department the superintendency was left vacant, to be filled later by the executive committee. The assistants in that department were John H. Breadman, W. A. Jackson and A. L. Reynolds. Matrons M. E. Anthony and Mrs. Sallie Dupree were selected. The janitors were H. Pringe, L. V.

¹*St. Louis Globe-Democrat*, June 14, 1898.

²*Jefferson City Tribune*, June 22, 1898.



J. H. JACKSON. In the
President, 1898-1901
 The president was John H. Jackson, W. A.
 Jackson and A. L. Jackson. Jackson, M. E. Jackson and M. E.
 Jackson were selected. The Jacksons were in Pringle, A. V.

Hampton and Phi Johnson. Positions in the music department were left unfilled.

Reorganization of the board resulted in the election of the following officers: president, Jesse W. Henry; vice-president, John F. Heinrichs; secretary, O. G. Burch; treasurer, A. Brandenberger. The Executive Committee was composed of Messrs. Henry, Heinrichs, Gordon and Kirk.³ The presence of all members at this meeting testifies to their interest in the school and the importance they attached to the meeting.

The election of the president was of such importance that every movement was reported in the public press.⁴ The new president arrived from Frankfort, Kentucky, with his family early in August. He was to take over the school at once in order to prepare for the opening of the fall term. It was customary for a new president taking over a school to come to it as early as possible in order to acquaint himself with the situation.

Despite the fact that almost the whole faculty was elected in June, some changes had come about since that time. Prof. W. D. Thomas of the Frankfort Normal School was elected in place of Prof. J. F. Givens. It was natural for the president to fill a vacancy with someone he knew, and the position at Lincoln probably paid more than that in Frankfort. The superintendency of the industrial department was still left open. There was a view expressed that it would be filled in a few days. The *St. Louis Globe-Democrat* informed its readers that the school year 1898-1899 would open on Monday next. The outlook for an increased attendance was excellent, this newspaper said.⁵ This shows as much as anything the position of importance this school was achieving. On September 12, this same newspaper could say that the first week of Lincoln Institute had closed with an enrollment of more than one hundred students. This was thought to be a high enrollment and was an indication that by the end of the month the number of students would reach two hundred, which would have been considered a very good enrollment. With respect to enrollment, schools at that time were unlike they are now: students could come into the school at any time, if it was thought that they could do the work—and in many cases when it was known that they could not. Now the schools have a definite time when the registration is closed. It was difficult to tell how many students the school had in its enrollment until the

³*Minutes of the Board of Regents*, June 20, 1898.

⁴*Globe-Democrat*, August 3, 1898.

⁵*Ibid.*, August 15, 1898.

semester was over. That is why one hundred the first week seemed quite a large number.

The faculty felt called upon to make some rules in order to regulate the classes. There was difficulty in getting the students to their classes on time. A rule was passed by the faculty stating that students arriving after the roll call should, in order to be credited present, bring an excuse from their parents, guardians or employers, saying that it was impossible for such a student to be in his seat at 8:50 A. M. If a student were tardy without an excuse he should be barred from his class for that day and given zero for failure to recite. He would have to be excused by the faculty itself. There was trouble about getting students in their classes during the day.^a The faculty threatened to pass a rule to regulate that. One system suggested was the ticket system. This was very elementary but the faculty left it to the students to work out their own plan; that is, if they did not wish this put in operation they could start coming on time. This faculty, like most faculties, planned to remedy the condition by passing another rule.

Another thing of some importance was the part Lincoln Institute played in the Trans-Mississippi Exposition. The school had an exhibit under the guidance of Prof. J. W. Damel, who was chairman of "The Subcommittee on Industrial and Educational Advancement of the Negro." His job was to superintend the arrangements for this exhibit, which was designed to show that the Negroes of Missouri had made wonderful progress in industrial and educational development during the past few years.

The industrial department of Lincoln Institute contributed the following exhibits: working models of two steam engines; one dynamo; one motor; a case of tools; specimens from the blacksmith, woodworking, and other shops; mechanical drawings, and also fancy needlework from the girls' department. The academic department showed exercise papers, drawings, and copies of the memorial edition of Lincoln Institute's records. This was not only to show what the school was doing but gave it advertisement outside of the state. That has been one of the school's greatest needs in recent years.

Another school which had an exhibit at the exposition was the L'Ouverture School of St. Louis. It had a fine display of industrial work to which were added collections of drawings, paintings, fancy and special work by prominent citizens. In a section devoted to general exhibits were photographic views of leading schools and

^a*Minutes of the Faculty*, January 4, 1898.

the residences and business houses of prominent Negro citizens throughout the state. Valuable inventions made by colored men were exhibited and also photographic reproductions of selections from schoolwork. There were renditions of the compositions of colored musicians and a catalogue of professional men and skilled artisans.⁷ This display was of importance because it gave the people a chance to see what the Negro could do when given a chance. All the Negro has asked for and is still asking for is that he be given the same opportunities afforded other citizens.

Another far-reaching influence upon the school's history at the time was the establishment of a course of lectures for the students. The list of speakers contained some of the best known Negroes in the state as well as some of the members of the faculty.⁸ This is one of the functions of a school such as this. Such a program contributes to the cultural side of the student's life. Such a procedure keeps the college community abreast of the latest thought and gives the faculty members an opportunity to make contributions from their researches. This was carried on in regular order, and the teachers and citizens alike shared in the benefits. On May 12 it was announced that the fifth lecture in the series was to be given by Professor J. W. Damel on the subject "What's to Hinder?" The announcement said it would be an enjoyable lecture, which it probably was. The music was given by the glee club and the mandolin club, two groups that were making their debut on this occasion. The lectures were given on Friday evening at 8 o'clock.⁹ This took care of the students' evenings when they did not have to prepare for classes. Schools were operated upon the theory that they were to provide for every minute of the student's time.

Besides the lecture series there were entertainments by the musical organizations. A literary and musical concert was given at the A. M. E. Church for the benefit of the organ of that church. About ten dollars was netted from this affair—a sizeable amount for that day.¹⁰ It again demonstrated that which has always been true of Lincoln Institute that a close relation existed between the churches and the school.

There was the customary entertainment given by the musical organizations before the State legislature. One of the local papers in 1899 reported that the students gave a creditable performance in the hall of the House of Representatives and that the exercises

⁷*Globe-Democrat*, May 22, 1898.

⁸*Ibid.*, January 12, 1899.

⁹*Missouri State Tribune*, May 12, 1898.

¹⁰*Ibid.*, December, 1900.

were interesting and showed evidence of the good work that was being done at the Institute." This practice, which had been originated by Page, was still being carried on by Jackson. The purpose of this concert was to display the students before the legislature as evidence of the type of work that was being done. This probably had some influence upon the legislature, especially upon those members who were not especially in favor of Negro education. It also gave an object lesson to those persons who had not given Lincoln Institute any consideration one way or the other. In those days such a practice did have some value.

President Jackson had not been at the school long when he was called upon to make a report to the State Superintendent of Schools on the condition and welfare of the institution. President Jackson made it plain that he did not think he had been in the state long enough to make an unfavorable criticism but felt that Negro education was in an unsatisfactory condition. He was not ready to criticise the management of the school but did think the courses ought to be modified if the institution was to render its greatest service to its patrons. He thought every student entering the school should take manual training. This, he felt, should be taken in connection with the student's class work. There could be no purpose served if it were taken apart from the scientific and literary work. This reasoning seemed sound under his contention that the school was not developing blacksmiths, carpenters, or seamstresses. The industrial feature was purely educational; otherwise, there was no reason for the outlay.

He also had a word to say about the farm; he thought that it should also be made an educational project. President Jackson said an impression existed to the effect that the young Negro would not do farm work. He could only hope that that was not true for he could not see why young Negroes were not as interested in agriculture as in beating iron and making dynamos. Every girl should become familiar with sewing, cooking and gardening. This shows how forward-looking this educator was as it is now a recognized principle of education that all secondary students take some form of manual training. The reason he felt this work was necessary for teachers was that it would enable them to understand better the problems of the people they were expected to teach. It would also cultivate a sense of thriftiness wanting in the Negro school product at the time.

He returned definitely to the courses in the industrial depart-

¹¹*Ibid.*, March 2, 1899.

ment. He thought the work in that department progressed satisfactorily even when the lack of records and the confusion in the courses were considered. There had been fewer failures this year because of the new system which had been organized. This system placed promotion upon scholarship and deportment. It would be interesting to know by what system students had been promoted before this new rule came into operation.¹² He had special recommendation for these defects which he found. This was rather critical analysis and showed that the president thoroughly studied the situation, and had a remedy at hand. This gives us an insight into the man's life and leadership.

The Governor in his message to the legislature called attention to the needs of Lincoln Institute. He said originally the school was only intended as a school for the training of Negro teachers, but it had long since outgrown that and other departments had been added. The school was asking for an increase in its support, for more ground and buildings, and especially for a library. This was one thing the president took seriously, since he felt that the school could not function properly without a library. The Governor recommended that the request which the president had called for be granted. The item he especially urged was the erection of a new dormitory. The building used for that purpose was too small, and it was not desirable for both sexes to occupy the same building. This building which was sought could be erected for about \$6,000.00, the Governor thought, and even less if the students were allowed to do part of the work. One gains from this an idea of how the students at this school had to live. This condition probably was not peculiar to this school because several other schools had the same arrangement as late as 1915. The Governor closed his report with a statement from a letter by President Jackson in which he said that if the Negro was to become self-supporting and was not to be an incubus on the body politic and if the women were to rise higher in the social scale and become a more dignified and self-supporting factor, the industrial features of Lincoln, as well as the other features, would have to be emphasized. If this were done, the Negro would become a skilled artisan instead of an unskilled worker.¹³

The legislature considered this strong recommendation of the Governor, but did not comply with it. The amount which was appropriated for all purposes was \$30,590.00, as follows: teachers' salaries, \$13,000.00; matrons, \$1,200.00; janitors, \$1,920.00; stu-

¹²*Report of Superintendent of Public Schools, 1899, 146.*

¹³*Messages and Proclamations of the Governor of Missouri, Vol. VIII., 327.* Lon V. Stevens was governor at the time.

dent help, \$420.00; coal, \$1,800.00; maintenance of industrial school, \$7,000.00; repairs and improvements, \$1,000.00; additional equipment, \$1,000.00; domestic economy, \$1,000.00; improvement of grounds, \$250.00; and library, \$240.00." Many of the items which the president had asked for had been granted, but the dormitory, the one which was urged especially, was not granted. A new clause appeared in the appropriation stating that any liability or debt incurred in excess of the amount appropriated would be chargeable to the person or persons authorizing or incurring same. This made the person handling the appropriation very careful in the use of the state's money.

In 1900 when President Jackson made his report he returned to the subject which had occupied his attention two years earlier—that of industrial education. The one thing which seemed to have given the president much pleasure was the fact that the enrollment had reached 278, the largest in the history of the Institute. In this report he revealed that prominent citizens had given books which would aid the library and especially students taking agricultural courses. Those who were mentioned in the report as having contributed to this collection were Supt. W. T. Carrington, who, of course, was regent *ex officio*, Col. W. W. Morgan of Kansas City, and Mrs. H. A. Gass. The library had been increased from the funds of the school. The books were spoken of as books of value. The gratifying thing from the point of view of the president was the way in which the students had used the facilities and had spent their spare time in self-culture. He called attention to the cost of water at Lincoln as compared with the cost of water at other normal schools of the state and urged that it be adjusted. He recommended that the work of Lincoln Institute should articulate with the work of the Negro high schools of the state and that it be brought about by means of an organization of the Negro principals. Such a meeting was called and the advantages stressed wherein the high schools would benefit by giving courses which would enable the student to fit into the college without the loss of effort as far as that were possible. This was the age when the purpose of the high school was to prepare for college; those other functions which the high school has assumed in later years were not present then. It was natural that the president should think of those who would eventually come to the school and would mould his courses accordingly. Another change he would make was that of gathering the specimen of flowers and mounting them so that

^a*Laws of Missouri, 1899, 26.*

object lessons could be taught. He reminded the board it would take money but he thought it would be valuable because the school could teach objectively.¹⁵

How well the school was prospering can be seen by the commendation which the Governor gave the school. He said this school had risen to a position second to none in its class. The increase from the year before had been 100 students. This was considered remarkable when it was realized that the lower grades were discontinued. The scholarship had been raised. The Governor returned to the subject of the dormitory; this he thought was a real necessity and urged the legislature to appropriate money toward that end.¹⁶ The Governor in his annual message showed how interested he was in Lincoln Institute and the welfare of the Negroes.

There were many things that happened during the administration of President Jackson which both aided and hindered his administration. During the year 1899-1900 he lost one of his very best young teachers, Prof. George F. Smith of the chair of mathematics, who died March 24, 1900. Professor Smith was born at Winston-Salem, North Carolina, in 1877. He graduated from Atlanta University and took a graduate course at Dartmouth College. This put him in a class with few others, because at that time when a Negro achieved a bachelor's degree he had accomplished a great deal. It was true of our large universities then that many of their teachers had little beyond the first degree. It was also true that some of these teachers had distinguished themselves in their chosen field. Professor Smith was said to be one of the finest mathematicians of his race and also brilliant in other respects.¹⁷ He had been connected with the school for two years and during that time had impressed himself very favorably upon the community and his associates in the school. The institution had lost a fine teacher who represented just the kind of teachers President Jackson wished to bring to the school.

The regents conferred authority on President Jackson and Superintendent Carrington to fill the vacancy caused by the death of Prof. George F. Smith. President Jackson said, after consulting Superintendent Carrington, that he was ready to recommend Mr. Henderson of Fulton at the salary of fifty dollars per month for the rest of the year.¹⁸ This was only a temporary appointment,

¹⁵*Report of Public Schools, 1900, 124.*

¹⁶*Messages and Proclamations of Governors of Missouri, Vol. VIII., 422.*

¹⁷*State Tribune, March 24, 1900.*

¹⁸*Minutes of the Board of Regents, April 2, 1900.*

and later Mr. H. L. Reynolds was elected to the chair of mathematics.

Lincoln's birthday was celebrated on February 10, 1900, with a program sponsored by Vice-President B. F. Allen, consisting of vocal and instrumental music and the usual address on some phase of Lincoln's life.¹⁹ It was at this time that a discussion of Lincoln was timely and to the point. In our day one seldom hears orations on such an important subject. The public was invited to attend these services.

Another program of a musical nature was planned for the A. M. E. Church in the city on March 24, 1900.²⁰ This had to be called off because of the sudden death of Professor Smith. This might have been done before but the minutes of the faculty are not available for most of this period. They were not kept in books but were typed or written on sheets of paper. During Page's administration, they were written in a book which is now in the Registrar's office.

Another form of entertainment was furnished by the senior normal class. This class held a teachers' institute on a Friday afternoon in Page auditorium. It was to be conducted by Professor Allen, vice-president of the school.²¹ This allowed the students to acquaint themselves with the method of holding institutes. Probably no person was better fitted to conduct such a program than Prof. B. F. Allen, because he had held several of the institutes in the state when they were first organized by the Department of Education.

The State Association of Negro Teachers met in Jefferson City in 1899. Preparation for the convention started as early as October²² because Jefferson City, which was a small town itself, had a very small Negro population. The city couldn't care for the Association's meetings, and it is no better prepared to do so today. Both associations, white and Negro, meet only in the large cities of the state, St. Louis and Kansas City.

The Association met in December during the Christmas vacation, in the county court house with many of the Negro educators of the state in attendance. Prof. J. H. Jackson, president of Lincoln Institute, delivered one of the principal addresses.²³

The Missouri State Teachers' Association met at a different time. President Jackson of Lincoln Institute was authorized to

¹⁹*Missouri State Tribune*, February 10, 1900.

²⁰*Ibid.*, March 24, 1900.

²¹*Missouri State Tribune*, December 18, 1900.

²²*Ibid.*, October 25, 1889.

²³*Missouri State Tribune*, October 25, 1889.

take greetings from the Association of Negro Teachers to the Missouri State Teachers' Association. This, of course, showed the relation between these two associations. That is not necessary now, because they always meet at the same time and in the same city. Several of the national speakers appearing before the white group speak before the Negro Association. There has been no speaking by the Negroes before the Missouri Association as far as the writer can find out.

The prominence of President Jackson was being felt out in the state and as a result he was constantly called upon to make addresses. In June, 1900, he was called upon to deliver the closing talk to the graduates of the Garrison Negro School in Chillicothe and he spoke eloquently.²³ He took for his subject the progress of a race since freedom which then had not been long, and speculated on its future progress.

There was another American celebration which was observed at this time—Arbor Day. This was in line with what President Jackson had in mind, that of beautifying the campus. At this time there were planted two hundred trees. The large trees which grace the hill now were probably planted at that time. There were exercises in connection with this planting. The president delivered an address on the origin and purpose of the new custom. Since that time we have learned more about the importance and significance of trees. The National Government has taken a part in it. There is one sorority on the campus at the present time that keeps up this tradition. Probably it is not done every year but the good custom is kept up.

The Board of Regents came up at this time for consideration. It was rumored that the appropriation was not being properly spent. This was carried to the legislature. A committee was appointed by the House of Representatives of the General Assembly to investigate the matter. After a thorough investigation it was decided that there was no proof that the appropriation had not been properly handled.²⁴ This did much to clear up any misunderstanding that may have existed and gave confidence in the school.

The school had constantly grown and developed during the administration of President Jackson. The student body had increased and the standard of the work had improved. That is why the enrollment had fallen from 278 during his first year to 236 his second year. The lower grades had been dropped. It would

²³*Ibid.*, June 5, 1901.

²⁴*Globe-Democrat*, May 9, 1899.

be interesting to know the training of this man and his qualifications for the work which he was so successfully doing.

He was born in Kentucky and his early education was in the public schools of the old Blue Grass State. He was the son of Jordan and Ann Jackson, who were the slaves of a very lenient owner. There were three sons: John H., Edward, and Jordan. A tract of land was given to each of these sons to work on shares. John Jackson, who became the president of Lincoln Institute, was very thrifty and saved part of his income from this effort to go to college. His parents, while not educated themselves, did not discourage him although they could not help him financially. Once in college, his mother did everything in her power (laundry work, odd jobs, etc.) to help him. He knew what he wanted and was willing to sacrifice for it. He was fond of telling in later years how he wore patched pants in school.²⁵ He entered Berea College, a school that was founded as a result of the reform movement of the 19th Century, and a school in whose interest the son of a slave holder in northern Kentucky, John G. Fee, worked. He attended a theological seminary and became an ardent advocate of freedom. He was invited to the mountain counties of Kentucky by Cassius M. Clay. It was from Fee's church that the town of Berea and Berea College grew. The college was closed during the war but opened its doors again in 1865. Soon after that two Negroes presented themselves in order to prepare for the occupation of teaching. It was the policy of this school to admit Negroes until it was prohibited by state law in 1904. Berea College set up Lincoln Institute of Kentucky and maintained it for several years until it was in a position to be taken over²⁶ by its own trustees.²⁶ It was in a liberal community like this that Professor John H. Jackson received his education and fitted himself for his future work. He was graduated from that college in the year 1874 with the degree of A. B. and with high honors. He was the first Negro to graduate from this school. This is of some significance to the race since it had been removed hardly a decade from slavery. He belongs to that first group of educated men the race produced. He had finished college before that venerable president who preceded him here—Prof. Inman E. Page.

After graduation he taught for a number of years in the public school system of Lexington, Kentucky, where he became prin-

²⁵Information furnished by Mrs. Anna B. Hodge and Dr. Luther P. Jackson, Professor of History at Virginia State College, niece and nephew, respectively, of President Jackson.

²⁶*Berea College and Allied Schools, General Catalogue, 1935-36, 11.*

principal of the Daniel Hand School. This town is a cultural center, and it is here that the University of Kentucky is located. After teaching for some years, Professor Jackson had a desire to retire from the profession. He left Kentucky in 1881 and went to Kansas to engage in farming. After reaching Kansas City, however, he was called to the principalship of Lincoln Grade School, Sixth and State Streets, where now the white Y. W. C. A. is located. He remained at that post until 1887 when he was recalled to Kentucky to take charge of the State Normal School located at Frankfort. This school has grown into an institution of importance and is now known as Kentucky State Industrial College. He remained at the head of that institution, directing its activities until June, 1898, when he was elected to take charge of Lincoln Institute.

Few men were better prepared to carry on the work of Lincoln Institute than Professor Jackson. It does not occasion surprise that he had a clear grasp of his work when one understands his background. His recommendation to the board on June 14, 1901, shows how well he understood the conditions in that school. His report was a clear analysis of the situation. He gave sound educational philosophy when he said in the appointment of teachers the good of the institution rather than that of the individual should be the chief consideration. He called attention to the old adage which said that a chain cannot be stronger than its weakest link and insisted that this applied especially to Lincoln Institute. In the scheme of the college and normal departments the weight was presumed to rest upon four pillars of equal intellectual strength; namely, the chairs of English, Latin, Science, and Mathematics. Probably nothing indicates better the difference between the college offerings of that day and ours than this statement of the fundamentals of the curriculum. There could hardly be a course of study today without a mention of the social sciences. In fact, in the present course the social science is basic and Latin is almost completely out, and in its place we have the modern languages.

In selecting persons for positions of responsibility and trust, men of the ripest scholarship and widest experience should be secured, the president counseled. The highest good of the institution demanded efficiency along all lines if we were expected to raise the standard of morals and scholarship so essential and necessary to that growth and development designed to fit our Negro youth for American citizenship, logic which is as sound now as it was then.

In reference to the presidency he had some rules and regulations he thought ought to be established. The idea of electing the

president a month or so in advance of the other teachers or giving him a longer term was considered good educational policy. This was the practice among a large number of school boards. This would allay much of the real or supposed bickering that attended the yearly elections, it was thought. If such had been the case it would have given the president an advantage which he needed to develop the school. He made it plain that he did not ask this for his own advantage but for whoever was president.

Professor Jackson had asked for these other rules but insisted upon a rule dealing with faculty members who desired to become president. The rule said that if any subordinate teacher desired to become president, he must make a written application sixty days before the date of the annual meeting for the election of teachers. If such a teacher were not elected, he was not to be considered for his former position or any other position in the institution.²⁷ This state of affairs reveals the tension that existed at the school and why such a well-prepared person could not stay and continue his work. A prominent alumnus of the school when asked why the president could not stay at the school said that it was because of the disloyalty of his faculty members and their selfish ambitions.²⁸ This alumnus, who was a student during President Jackson's administration, considered him a highly accomplished man and fully capable of conducting the school. He considered him the ablest president that Lincoln ever had. This alumnus had likewise seen some of President Jackson's successors in office.

In this same report he made recommendations for student help so that aid might be provided for students on the campus. He had spent much time and effort beautifying the campus and kept that before the board. About a thousand trees had been planted, roads had been made, walks had been improved, flower beds had been planted, and waste places had been sodded. This aesthetic development, the president thought, should occupy a large place in educational effort. This report of the president was a classic and is the first report recorded completely in the minutes.²⁹ It is sound in reasoning and in philosophy. At this same meeting when the report was completed, it was moved that all the positions at Lincoln Institute should be declared vacant. This motion passed and by it the person who had such a clear idea of the needs of Lincoln Institute was deposed. This probably would not have happened but for the fact that there were some regents who were laboring under

²⁷*Minutes of the Board of Regents*, June 14, 1901.

²⁸Letter from Virgil E. Williams to W. Sherman Savage, July 19, 1936.

²⁹*Minutes of the Board of Regents*, June 14, 1901.

the impression that Page could be secured. A message was sent to Page after he had been elected notifying him of his appointment to the presidency. In reply Page sent this rather brief telegram, "Regret to say cannot accept presidency of Institute."³⁰ This was quite a surprise to some of the persons interested in Lincoln Institute. The local newspaper said Professor Page signified his intention of accepting the proffered position at the time of the meeting of the board.³¹ The people in the city were much interested in Professor Page and as long as there was a chance of getting him to return it was difficult for anyone else to get support for his candidacy. This was only natural because Page had been president for eighteen years and had made a good impression upon the people.

This left the presidency open. Although the teachers had been elected, the presidency was still vacant. President Jackson made application for reinstatement. He was asked to appear before the Board of Regents and to state his case. What he told the board is not known, but it refused to change its position by a vote of 2 to 3 immediately after he finished speaking.³² Thus Prof. J. H. Jackson's relation with the school was terminated.

It seems rather peculiar that the board after adopting the suggestion by President Jackson which prevented faculty members from making application for the presidency should not have had sufficient confidence in him to keep him. The board by this very act stamped him as a person of vision. It is to be regretted that the school saw fit to dispense with this educational philosopher who undoubtedly had a program which would have placed Lincoln Institute in the forefront of Negro educational institutions.

President Jackson was able to secure a fair appropriation. In his first year he had asked for a new dormitory, which was not granted by the legislature. In his second year he had made his demand again for a dormitory, which was granted. The entire appropriation for the support, maintenance and improvements at Lincoln was as follows: The academic and normal department, \$13,000.00; dormitory, \$10,000.00; equipment of and incidentals in academic and normal departments, \$1,000.00; industrial department salaries and incidentals, \$8,000.00; agricultural department, \$2,000.00; matrons, head janitors and student help, \$3,000.00, and a contingent fund of \$5,090.00.³³

³⁰This telegram was sent to W. T. Carrington. The original is in the possession of the University.

³¹*Missouri State Tribune*, July 22, 1901.

³²*Minutes of Board of Regents*, June 22, 1901.

³³*Laws of Missouri*, 1901, 21.

The same statement contained in the appropriation of 1899, to the effect that no debt or liability in excess of the amount set forth could be contracted without the person or persons responsible being liable for the excess expenditure, was contained in the present appropriation. This was probably inserted to curb the evil which was prevalent then of over-expending the appropriation.

There were two new items in the appropriation for 1901. These were a dormitory for boys and provision for agriculture. The latter was taken up by the board and attention was called to it as something unusual. This showed the effort and interest the board was expending upon the school. It was recommended that a small frame house be built upon the farm as a home for the professor of agriculture if such funds were available. The agricultural department, although authorized at the same time as the industrial department, did not get any support; it has been one of the neglected departments of the school ever since.

The other item was the new dormitory for boys. This was to be erected as far as possible to the west of the old dormitory, to the south of the main building and north of the industrial building. It was in the vicinity of the girls' dormitory, but at the most remote distance possible on the campus. The school did not own the land it now has. The exact location was to be left to a special committee of the board, known as the Building Committee. The plans were to be prepared by Opal and Miller, architects of Jefferson City. They first were to provide for a building to cost not more than \$10,000.00. They were not to be paid any part of their fee until the building was in the course of construction. The \$10,000.00 was to include the heating, construction and the architect's fee. The architect's fee for plans and supervision was to be five per cent.³⁴ Thus was begun the boys' dormitory, named Yates Hall, which, after housing girls for a number of years, is again being used for boys.

The internal working of the school needs some consideration. We left that story when the school was without a president and J. H. Jackson's request for reinstatement was refused. The board met on July 22, 1901, for the purpose of making some disposition of the presidency. In its afternoon meeting the Board of Regents elected J. H. Garnett as acting president of the institution. The board met again during the evening of that same day and rescinded its action of the earlier meeting, electing J. W. Damel, acting president. The acting president's salary was to be \$110.00 per month and

³⁴*Minutes of the Board of Regents, January 27, 1902.*

he was to have the use of the president's residence. It was understood that his service could be terminated at any time.

Mr. Damel took over the work and showed a keen grasp of the situation. He made the report to the Superintendent of Public Schools as required by the statutes of Missouri. The scholastic year ended August 31; that is why the report was made by Prof. J. W. Damel. He thought the work of that year was up to the standard of other years. The work which the small faculty was called upon to do was more than should have been demanded of them, but he said the faculty was forced to do it, because it was the only way that the Negro youth of the state could be afforded an opportunity to study advanced as well as common school work.

He considered that the greatest need of the school was a library. Some effort in this direction had been made with books given by the State Superintendent of Public Instruction. The acting president believed that the very heart of any school was in the library because it is there that much of one's education is gained. He called attention to the lack of equipment in the laboratories. There was virtually no equipment of any kind save some pieces made by the students. To show how appalling this situation was, Acting President Damel said that the science department did not even have desks and chairs in it. This statement was supported by the report of the president of the Board of Regents, which was made to the Superintendent of Public schools at the same time. He went even farther and said that the main building was in need of furniture of all kinds.³⁵ The acting president said that it was almost impossible to teach the important subject of science without equipment. He might have said it was absolutely impossible to teach without scientific equipment because that is what makes the course in science different—the experiments which can be carried on. The last part of his recommendation dealt with gas, which was urged for use in the buildings and the laboratories. The alcohol lamps were considered dangerous.³⁶ This is the only report made by Professor Damel, because he acted only for a short time. However, it abounds in good educational philosophy and shows how well he understood the needs of the school.

When J. W. Damel was made acting president, the board was faced with several resignations. Some of these persons were attracting attention elsewhere. The school was in so much confusion they were glad to accept calls to other schools. B. F. Allen had resigned his position as professor of English. On June 7, it was

³⁵*Report of Public Schools, 1901, 54.*

³⁶*Ibid., 55.*

thought Professor Allen was elected vice-president of the University, but on July 14, the board reversed itself and that position was taken from him. This might have had something to do with the resignation. In the place made vacant by B. F. Allen, Mrs. Frances Jackson was temporarily appointed. Mr. John Bias, late president of Elizabeth City State Normal School in North Carolina, was elected temporarily to fill this vacancy caused by the resignation of Miss Kate Jordan, instructor in drawing. With these changes the school seems to have moved along nicely under the guidance of Professor Damel.

The board evidently kept on looking for a suitable man for the presidency. Professor Damel, who had acted while the board was looking for a president, had done a rather creditable job and had carried the institution on with success. By the middle of January, 1902, a suitable person had been found. The man elected to the presidency was Prof. Edward E. Clarke. He had a rather rich background and came to Lincoln Institute from Wilberforce, Ohio, where he had been employed. He was born in the president's home on the campus of Wilberforce University. He is the grandson of Bishop Payne, the founder of Wilberforce. His mother and father were graduates of the school and had made such a favorable impression upon those about the campus that they both had been called to the faculty of that institution.

Edward Clarke, after finishing his elementary and secondary work, entered the college department of Wilberforce and was graduated with the bachelor's degree in 1881. His first position was that of principal of the colored high school at Evansville, Indiana. Under his direct charge were six hundred students and thirteen teachers. His term of eight years there gives some idea of his success as a principal. He was the only Negro to hold a life certificate permitting him to teach in the state of Ohio. He also held teaching certificates for Louisville and St. Louis. He came to Lincoln Institute as professor of science in 1889. The local newspaper said he was such a success that he was brought back to Wilberforce after ten years as a professor of science. In 1892 he took the civil service examination in a group of ninety, stood first, and was appointed to the War Department. He became assistant examiner of patents as the only Negro in that division. Despite his success, he went back to the professor's desk at his own alma mater to take the chair of science. In the meantime he had been granted the degree of master of arts. This, of course, was honorary. He was an ordained minister and served in the capacity of professor of science and college pastor of

Wilberforce.³⁷ It will be seen that Lincoln brought a man to the presidency in Mr. Clarke who had good academic training and considerable experience.

There were many trades being introduced into the curriculum at Lincoln and one that attracted some attention was that of shoe-making. This subject was handled by a student teacher in the person of Frederick Parker. The state institutions were asked to send exhibits to the Cotton Exposition held at Charleston, South Carolina. Lincoln Institute sent exhibits from many of its departments. T. E. Crumbaugh was much impressed with the exhibition and wrote to Parker commending him upon the work of his students. This director said further that he thought the school had a good president and that the students should stand by him.³⁸ He spoke a truth, which every one realizes now, that one cannot build a school out of bricks alone. His last suggestion was that there should be more trades. This view was quite a change from the attitude toward industrial work when industrial work was first opened here. It may be that it was found that the students did not learn enough about these trades to become serious contenders with organized labor or it might have been found that some of the students could do this type of work better than they could do the academic work. Whatever the reason, the director of the Missouri exhibit at the Cotton Exposition called for more trades.

President Clarke delivered morning talks to the students. It was then a common practice for the students to attend chapel every day not only at Lincoln Institute but generally throughout the country. These talks were reported by the local press. One which he gave on February 15 was on "A Good Life." He urged the students constantly to look back over their life to see if they could improve upon it. These talks were practical and beneficial to the students.

The summer school was announced on May 1, 1902. It was to be for a term of seven weeks, from June 16 to August 2. A fee of \$5.00 was to be charged for tuition and \$2.00 per week for room and board. These fees were exceedingly low. It was also a time when fees were paid. It was probably as hard to secure that small amount then as it is for students to secure funds for fees today in order to attend summer school. The president hoped the summer school would grow into a large feature.³⁹ At that time the summer schools were not as much a part of the educational set-up as they are now.

³⁷*Missouri State Tribune*, February 3, 1902.

³⁸*Ibid.*, March 13, 1902.

³⁹*Missouri State Tribune*, May 10, 1902.



A. E. CLARKE
President, January-June, 1902

Some of the schools would have thought it out of place to have summer school. Now the work is carried on in many schools by that means and is worked out in the same way as the regular courses.

By July 5, the number enrolling in the summer school had reached twenty-nine. We should think that a very small enrollment for the present day. The reporters of the local newspapers on July 5 said there were twenty-nine in attendance and there were more to follow, but the final report showed only twenty-nine. There were sixteen men and thirteen women.⁴⁰ The summer school closed with the usual exercises, and the principal address was made by Prof. E. L. Anthony of Jefferson City.

Clarke was not able to conduct the summer school as he had planned. The board met at the institution on June 12, when the president presented his annual report on the conditions of the school. He said that he came to the school in the middle of the year and found it a "sick man." He felt that he had diagnosed the case and was about to pronounce a cure. In the first part of the year he had not attempted a radical cure but simply tried to keep up the strength of the patient. President Clarke said the chief trouble was the lack of confidence on the part of the faculty, student body and the fathers and mothers of those children in attendance. The remedy for that situation was to develop confidence in the school. Such teachers could only be secured by paying better salaries and by making the employment more secure. This insecurity of tenure for teachers persisted at Lincoln until recent times.

The students chafed under the disciplinary rules that had been promulgated, and had there been any weakness on the part of the administration the students were liable to become insubordinate at any time. He counseled against tale bearing by janitors, matrons, teachers and students because it would tend to create an unwholesome attitude of distrust within the school.

Another matter the president desired to correct was the way in which teachers were employed. The fact that a man had voted one way or the other ought not to be a recommendation to teach in Lincoln Institute. That a candidate for a place on the faculty of a respectable institution should circulate a petition among shopkeepers and passersby on the street for five months soliciting aid for such a position should mark him below the dignity of a college professor. This practice, the report said, should be condemned so emphatically that everyone would understand that he could not break into a college faculty with a "jimmy." There were rumors

⁴⁰*Report of Public School, 1903, 38.*

over the state that incompetent and improper persons could be elected to the first places in the Institute. Because there were colleges being established at Sedalia, Macon and Kansas City, Kansas, the last just over the border, it was necessary for Lincoln Institute to take not less than the highest ground in all these matters so that all the good students might not desert Lincoln.

President Clarke said he had accepted the call to duty and believed he could succeed in setting things right if the board desired to have them set right. He seemed to doubt the interest of the board in the matter and questioned its sincerity. He thought that its members should go to all reasonable ends in order to protect the welfare of the patrons of the school. These recommendations had been made by the president without consulting anyone. He had desired to give an independent, unbiased view. The president, after making these statements and with these facts in mind, said to the board that it might be willing to forget personal preferences and unite themselves in a common effort for upbuilding the school. The twenty recommendations of the president were as follows:

1. That the president be appointed for a term of two years, as a means of settling the annual unrest.
2. That the election of the faculty and all employees be upon his nomination.
3. That he then be held strictly responsible for the success and welfare of the school.
4. That the salaries which have been degraded in the last ten years be raised to a fair amount.
5. That a vice-president be appointed, with an additional salary for the office, in order that the president may be enabled to be absent in the interest of the institution without detriment to the work.
6. That the Chair of Agriculture be established separately from the Chair of Science with its professor in charge of the farm; and that a sub-experiment station be requested of the United States Department of Agriculture.
7. That a professional teacher be made Superintendent of the Industrial Department, who shall not only know a trade, but also know something of the principles of instruction.

(I quote from State Superintendent Carrington's 52nd Report to make clear this difference: "It will require a higher grade of instructors to handle subjects pedagogically than to teach subject matter. One may be full of technical knowl-

edge, but if lacking in the science and art of teaching, he cannot hope to arouse much interest."

As proof of this latter statement, it is true that no student in the Industrial Department in recent years has desired to finish the three-year course. It is a very sore matter with the patrons of the school that this best paid position in the faculty should be assigned to a blacksmith. Many complaints have been made to me by students who have been in the department a year.)

8. That a teacher of printing be employed. Nothing so well advertises the school as a first-class printing department.

9. That a teacher of cooking be employed and equipment furnished. This department is primary among the industries in its importance and value.

10. That a business course of two years, including courses in typewriting and stenography, be established, following upon the studies of the elementary, or sub-normal, department. There are many demands for those proficient in these branches while the openings for teachers are scarce. Classes in typewriting and stenography are now in operation.

11. That the summer school, to be opened June 16 for a term of seven weeks, be recognized by the board officially.

(In the 52nd Missouri Report of Public Schools, the State Superintendent has this to say of the need of continuous sessions of the State Normal Schools: "The time has come for these institutions to broaden and deepen the work done and to reach a much larger number of teachers. Beginning in 1903, if not in 1902, there must be continuous sessions to accommodate hundreds of young men and women whose services as teachers are in demand for from six to eight months each year." I recommend as a method of providing for the Summer School, and at the same time of raising salaries as herein recommended, that all salaries in the institution be paid in 12 monthly installments, and the services of teachers and employees be at the disposal of the board the year around. This should begin in September next.)

12. That an item for Student Labor be included in the next appropriation bill for the Institute. This feature is included in the Agricultural Report under the Morrill Act of 1890.

13. That an item on World's Fair Exhibit be also included.

Lincoln Institute must not fail in an exposition on its own territory.

14. That an item for Building and Repairs be also included. The condition of the main building is a reproach to all concerned.

15. That a committee of the faculty under the direction of the State Superintendent revise the catalogue.

16. That in connection with the Summer School a Post Graduate Course of Study looking to a higher degree be established.

17. That the Boarding Club continue as at present managed with the assistance of the farm products.

18. That the Farm be improved with necessary fences, out-buildings and stock, as the finances will warrant.

19. That the ground immediately to the east and south be acquired for the double reason that the last available building site has been occupied, and that near neighbors are not desirable for a school.

20. That the faculty for the year 1902-1903 be as herein-after named. I desire as faithful and efficient members of the faculty: Professors Garnett, Murray, Reynolds, Bias; Misses Carney and Grimshaw, and the Matrons, Mrs. Anthony and Dupee. Professor Bias has made an excellent record in his first year of teaching, after graduating from both the Normal and College departments. He desires, however, to spend some years in the University of Chicago in perfecting himself for usefulness and we bid him God-speed.

The recommendations are of the highest educational statesmanship and show that the president understood not only the needs of Lincoln Institute but what was common practice in the American college. There was no effort on the part of this new chief executive to get rid of all the teachers he found here and get others but to keep all those who were efficient. This seems like a commendable view and shows that he had no intention of building up a group of his friends; only those who were efficient were to be kept.

With a recommendation pertaining to the amount of money which the Board of Regents should ask of the state, the report closed. The amounts he suggested were: academic and normal fund (including Summer School), \$18,000.00; industrial fund, \$10,000.00; agricultural fund, \$2,000.00; matrons and janitors, \$4,000.00; general contingent, \$6,000.00; building and repairs, \$4,000.00; World's

Fair, \$2,000.00; equipment, \$2,000.00; grounds, \$2,000.00, and student labor, \$2,000.00" This amount would have been quite an increase if it had been granted. In the last sentence of his report the president invited the board to give careful attention to his observations. The board probably discussed the recommendations, but in the minutes of the regents' meeting the next item was the election of the president, and President Clarke failed of re-election. The reason for the defeat of such an educational statesman is not clear. The reasons are not given. This action was very unpopular in the city and in the state. The local newspaper thought the board showed poor judgment in not re-electing Clarke. First, because the Negroes wanted him, and so far as this newspaper was concerned it was willing to take into consideration the desires of the Negroes, and, second and most important, because he had done such good work in the short time he had been connected with the school. He had given every indication that he had the qualifications for managing this difficult educational institution. The only charge made was that he wanted to name his faculty. This is so much a part of the educational policy of well-managed institutions that no board questions the right of the president to perform it. This shows how advanced this man was in his educational thinking.

The students held a mass meeting when they learned that the board had dismissed the president. They denounced the board for its action. The short time he had been at the school he had endeared himself to the students. The Alumni Association commended the board for electing President Clarke, which action was taken before it was known that he had been dismissed. The association said that as proud sons and daughters of Lincoln Institute they were mindful of its success and they said further that they looked with zealous solicitude to every factor which entered its weal or woe. They continued by saying that in view of the above sentiment they wished to express their approval of the action of the Board of Regents in electing to the presidency of Lincoln Institute Prof. Edward A. Clarke. They believed him fully competent to conduct the work of the institution and pledged him their support in his work. They also, at this time and in the same set of resolutions, said they believed that the Board of Regents should even have a member of the Negro race upon it as was the case in previous times. They insisted that the one selected should be in every sense a representative man, one who would stand for principles, who was of high character and who was deeply interested in the welfare of the

⁴*Jefferson City State Tribune*, June 13, 1902.

school. They were further of the opinion that any man in that position who stooped to political trickery, fraud or questionable methods was wholly unworthy of retaining his position as our representative on the Board of Regents. They also pledged themselves in every honorable way to increase interest in the school. In the face of this endorsement of the work of President Clarke, the board dismissed him.

This was one of the most troublesome periods in the school's history. The presidents came and went in rapid succession. It is evident that no policy of education and development could be worked out in an atmosphere of this kind. It is to be regretted that the eighteen years of continuous educational development of Page's administration should be ignored. Some of these persons would have made excellent administrators if given an opportunity. This is the darkest period in the school's history—when campus politics and political manipulations of the board were in evidence on every hand. The fact that the school was able to weather these troubles shows the great vitality it possessed.

CHAPTER VII.

LINCOLN INSTITUTE AT THE TURN OF THE CENTURY

THE CONFUSION that ensued after President Page's departure continued after the turn of the century. The men who were tried as presidents probably would have made good executives if they had been given proper support. It would seem that the board was not certain what it wanted. When that body met on June 12, 1902, and heard the report of President Clarke, whom its members had elected only five months earlier by a unanimous decision, it would seem they would have supported him and re-elected him. It did neither; it dismissed him and elected B. F. Allen, who had been in line for promotion the year before. However, when B. F. Allen was not elected to the presidency in 1901, he resigned and accepted a reputedly good position at Georgia State College. It was said by some that he was brought back because the board regretted slighting him the year before.¹ If the board had that in mind, it certainly did not have the same compunction with regard to Clarke, who gave up a job in order to take the presidency which was taken away from him by the board after five months. Whatever reason Professor Allen had for leaving Lincoln Institute it might have been because he was not made president or because he had a better offer—he returned when the call came.

Prof. Benjamin Franklin Allen was born in Savannah, Georgia, September 8, 1872. Educated in the public schools of Savannah and at Atlanta University, he graduated from the latter in the class of 1894 with the degree of A. B.² He held several teachers' institutes in various parts of the state of Missouri before he became professor of English and Pedagogy. He started his work at Lincoln Institute in 1896 and continued until 1901, when he became professor of English and Pedagogy at Georgia State College, where he remained until 1902. He received honorary degrees from Wilberforce University and Morris Brown College.

President Allen was elected on June 12 and came to the city at once to assume his duties, thus indicating that he understood the

¹*Jefferson City State Tribune*, June 13, 1902; *Minutes of the Board*, June 12, 1902.

²Letter from John B. Whittaker to W. Sherman Savage, July 29, 1936.



B. F. ALLEN
President, 1902-1918

situation here. His early arrival also would permit him to get things ready for the fall term and to become acquainted with conditions. His first act was to write an article for the public press asking the Negroes of the state to patronize the school. He said the press would render the school a great service and the Negroes of the State of Missouri an incalculable good if it would carry the remarks he had written about Missouri's state school for Negroes. President Allen indicated that he regarded Lincoln Institute as Missouri's effort to do for the education of the Negroes in the state what the University of Missouri was doing for the whites. He said there was no good reason why Negroes should leave the state to seek an education elsewhere since the great State of Missouri had made provision for their educational needs in Lincoln Institute. Then he went on to list what the school had to offer. It had buildings large and complete in all provisions for health and study. The departments for study were thought to be varied and included instruction in the following courses: classical, college preparatory, normal and English. While its special mission was to train teachers for the Negro public schools of the state, the industrial features were stressed, including instruction given in farming, gardening, carpentry, woodworking, blacksmithing, mechanics, shoemaking, sewing, cooking and laundering. There were in these courses, he said, distinct advantages worth anyone's attendance at the institution. Another advantage which the president mentioned was competent instruction. The industrial work seems to have been one thing that the president forever kept in mind throughout his administration. He always attempted to bring the best teachers to these departments he could secure for the money available. Some other advantages mentioned were free tuition and free dormitories with steam heat and modern conveniences. The idea was stressed that when the work was completed the holder of the normal diploma was permitted to teach in the schools of the state without further examination. All this was at the disposal of the student for an average of seven dollars per month.³ This gives an idea of the difference in cost between attending school then and now.

During the summer the president worked on the catalogue for the following year. The catalogue was not completed in advance as it is now but was assembled after the board had elected the faculty, thus preventing the embarrassment of having the name of one, who was no longer on the staff, appear in the catalogue. This

³*Missouri State Tribune*, July 14, 1902.

would seem wise in view of the unsettled conditions and constant changes made in the faculty.

The local newspaper said that Lincoln Institute opened for the fall term of 1902 on Monday, September 1, under the direction of the new president, B. F. Allen, with bright prospects for a successful year. One hundred and fifty-five students enrolled the first day and several more came on Tuesday. This by no means indicated the total enrollment because students continued to come in after the registration period. When the president made his report to the board, the enrollment had reached 240.⁴ This same newspaper said two weeks later that the enrollment was the largest in the history of the school. President Allen, it was thought, had demonstrated his ability as one of the best business men of the race. The school had never been so thoroughly advertised. As an indication of this far-reaching advertising, nine states were represented in the student body. That was unusual in those days because students attended school near home. There were many more schools scattered over the country, especially for Negro students, than there are today. There was a Negro school in every hamlet and every town. One was compelled to admire the efficiency with which the school got under way. The second day after the opening, every department was going in full blast. This was something unheard of in the history of the institution. There was also an increase in the boarding department which swelled the number to the largest in the history of the institution⁵

The new dormitory for the boys was partly completed. By the middle of September, students were putting floors in it. If it could have been finished in time, President Allen said he could have accommodated four hundred students on the hill. Because of President Allen's inspiration and ability all hostility and confusion ceased and the students were perfectly happy. To put it in the language of the Jefferson City *Tribune*, "All was quiet on the Potomac." Professor Allen invited all the good people of Jefferson City to visit the Institute and to see for themselves what was being done. He hoped that patrons would come so that they would not be misled by idle gossip. The greatest need of the school when the new administration took it over was a better *esprit de corps*. This had been achieved in a few months.

The new president had not been in charge of the school long before he was called upon to make a report to the president of the Board of Regents. After brief attention to the enrollment he turned to the summer school. The experiment of conducting the

⁴Missouri Report of Public Schools, 1902, 152.

⁵Missouri State Tribune, September 13, 1902.

summer school was quite a success, this educational expert thought. There was unusual enthusiasm and interest manifested on the part of those teachers in attendance. The subjects offered were English, civics, geometry, algebra, arithmetic, physiology, physics and Latin. A student could not take more than two subjects. This set-up provided for the subject matter only and no effort was made to give anything that had to do with professional subjects. This school was interested in teaching those subjects which were taught in the regular year. The summer school had been so successful that President Allen recommended that it be made a permanent feature. The legislature was to be asked for an appropriation sufficiently large to cover necessary expenses. He made his request to the next session of the legislature. The summer session was separate from the regular session and the president wished to keep it so. That is the system of the teachers' colleges of the state and the University of Missouri. Lincoln has summer school but it is a part of the regular program and no special appropriation is made for it. He asked that the department of pedagogy be separated from the department of English and put on equal basis with the other literary departments. The department of pedagogy was to have a professor in charge and an assistant. The latter was to handle the training school. This change was asked for so that the student could be better prepared to teach in the public schools and this was a burning desire of President Allen. He felt that one feature of this work was the addition of the kindergarten.⁶ The report containing the suggestions and recommendations was short inasmuch as Prof. Allen wanted to have a more detailed knowledge of conditions at Lincoln Institute before offering any far reaching remedies, even though it is true he had worked at Lincoln as a teacher. Observing the school from the point of view of an executive is somewhat different than observing it from the point of view of a teacher. It was from the angle of an administrator that he wanted to study the school in order to determine its needs.

Athletics at Lincoln Institute came up for consideration during the administration of President Allen. Sports had probably been engaged in before but they did not get the attention of the newspapers then as they do today. Even the meticulous and colorless details attending the activities of the football team were reported by the public press. Injuries to players and descriptions of the mishaps, as well as the names of the attending physicians, all received at-

⁶*Missouri Report of Public Schools, 1902, 153.*

tention in the columns of the local newspapers.⁷ One advertisement that has come down to us called attention of the Jefferson City readers to a game to be played at College Place Park between Lincoln Institute and Sumner High School of St. Louis. Lincoln Institute had to engage such a team in competition not only because of her mediocre playing material but because of her distance from other Negro colleges. The managers of Lincoln Institute football team were E. E. Campbell and H. V. Wallace. The latter has spent most of his life in educational work in the southwest.⁸ The Lincoln Institute-Sumner High School game was begun but not finished. Arguments abounded all the while the game was in progress. The first dispute concerned the length of the halves. After eight minutes of argument the game resumed. However, it ended abruptly when the visitors left the field before the game was finished. The reason given by the Sumner team was that the Lincoln team was slugging and holding at the time.⁹ When the team left the field, Lincoln had made two touchdowns. It is to be regretted that the game had to break up in this way because it gave the school adverse publicity. On November 17, 1902, the football team journeyed to Nashville to play Fisk University. The score was 11 to 0 in favor of Fisk. While Lincoln lost, the team did put up a good fight. In this respect Lincoln was playing in the class where she rightfully belonged. At that time, because of her financial conditions, not much money could be devoted to sports. None of the regular appropriations could be devoted to athletics. This is still true, thus making it difficult to conduct contests with other than local teams. Athletics had not then invaded the American college as it now has. This came after the first decade of the Twentieth Century. Lincoln's entrance into big time athletics came later.

The one problem which faced the new president was that of getting an adequate appropriation for increasing, expanding and improving conditions at the school. The appropriation for 1903 and 1904 was as follows: \$17,000.00, academic and normal training department; \$9,500.00, industrial department; \$2,000.00, agricultural department; \$3,500.00, janitors, matrons and student help; \$5,000.00, contingent expenses, fuel, water, insurance, printing and expense of the board; \$10,000.00, heating plant; \$1,350.00, repairs of main building floor; \$1,500.00, plumbing and furnishing new dormitory; \$2,000.00, general repair of buildings and grounds, and \$1,000.00, library.¹⁰ The total was \$52,900.00. Many of the

⁷*Missouri State Tribune*, October 15, 1902.

⁸*Ibid.*, October 16. Professor H. V. Wallace has died since this was written.

⁹*Ibid.*, October 20, 1902.

¹⁰*Laws of Missouri*, 1903, 26.

items which the president thought necessary were included in the budget. One of the most important items was the central heating plant. This made it possible for the administration to do away with the dangerous and inefficient stoves. The statement that any liability or debt incurred in excess of the appropriation should be charged to the person or persons authorizing it, so often included in recent appropriations, was added.

President Allen was getting plenty of publicity for the school and it was becoming well known. The president was receiving many invitations to speak in various sections of the country, but he refused them for the reason that he considered it his duty to make his addresses here and to serve his own school. This policy probably was well suited to that time, but today it is the duty of the president to project the school far and near. If his school is well organized he need not be on the campus all the time. In this age of keen competition he therefore does all he can to present the good side of his school so that the public will become interested and send students to it. President Allen visited schools only if it would give him knowledge that might be used in the development of his own institution. Such a visit was paid to the Armour Institute of Technology and the Manual Training High School of Chicago. The visit gave the president first-hand knowledge of what a good trade school should be.

The program opened promptly at 8:30 o'clock in the morning. The purpose of this early opening was to give more time to industries. These trade subjects were getting more attention than at any other time in the history of the school. The local board members were especially interested in the program of the school. The industrial program was one of great concern. The board was running the school purely upon a business and educational basis. This was about all that could be expected of it by such a scholar as Prof. W. T. Carrington and such a first class businessman as D. C. McClung.¹¹ The belief was prevalent that with the assistance of these gentlemen and the energy and enthusiasm of President Allen, Lincoln was destined to be one of the best normal and industrial schools for Negroes to be found anywhere in the country.

The first year of President Allen's administration was drawing to a close. The commencement was very much like those of other years. The one difference was the address by I. F. Bradley of the class of 1885, otherwise the exercises were held in the same way. This loyal son of Lincoln University is still living and is one of

¹¹*Missouri State Tribune*, May 10, 1903.

Lincoln's most distinguished sons." This commencement marked the end of a very successful year.

President Allen during his first year had to take the faculty which he found and work with it. In 1903 he was in a position to select his own faculty. President Allen recommended the following as members of the faculty and they were elected: Josephine S. Yates, to the chair of English; J. S. Moten, to the chair of mathematics and physics; G. S. Murray, professor of science (Murray was the new addition to the faculty); J. H. Garnett, professor of languages; Carrie M. Carney, professor of music; Prof. J. W. Damel, who had acted as president until Clarke was elected, was brought back as assistant instructor of science. (This seemingly was done in appreciation of the fact that he took the school over pending the election of a new president.) He was an experienced teacher and was an asset to the school. A. L. Reynolds was elected superintendent of the industrial department which was the best paid position in the school; now it was on par with the other departments of the Institute in salary. C. J. Stomes was assistant superintendent of the industrial department; Phil Johnson was the second assistant in this department; Charles E. Schockley, superintendent of the farm; Mary E. Grimshaw, instructor of domestic economy; L. D. Sprague was elected to take charge of domestic science; R. A. West, assistant teacher in academic and normal department. The workers were J. B. Saunders, as fireman in the heating plant, who is still active at the school and doing the same work; Frank Enloe, who carried on until February of the year 1938, at which time he died at a ripe old age; Libbie C. Anthony was matron of girls as well as assistant in domestic economy; Sarah Dupee was matron of the boys' department.¹² This completed the list of the faculty and workers who were selected by the president. This selection shows that he recognized the importance of trying to work with the members of the faculty. Not all of these persons were elected at the first meeting of the board, but some of them were put in office by the executive committee at a later time. A. L. Reynolds was made head of the industrial department because the teacher who was elected to that position did not come; Miss Sprague and Mr. Saunders were the new workers appointed to fill positions which were vacant.¹³ They represented the new additions to the faculty and showed that President Allen desired to make as few changes as possible.

¹²*Ibid.*, May 30, 1903. He has died since this chapter was written.

¹³*Minutes of the Board of Regents*, June 10, 1903.

¹⁴*Missouri State Tribune*, August 30, 1903.

The summer school was conducted as it had been the year before. The teachers of the state were interested in self-improvement and took advantage of the instruction afforded by the summer school. The number of persons attending summer school had more than doubled during this session. In 1903 the number in the summer session was 29, which was considered a fair number. By 1904 the number in the summer school had more than doubled, with 17 women and 49 men, making a total of 66.¹⁵ Those who attended expressed the opinion that this was the best summer session which had ever been held at the school. The president felt proud of his administration, and justly so. The outstanding event of the whole summer school was the lecture by President Allen on "True Refinement." He also gave several lectures in other places, an outstanding one on "Historic Boston," another on "Higher Standard of Morals for Teachers," and a third on "A Cultured Man." These were delivered in Boston, where he was in attendance at the National Education Association.¹⁶ The president kept abreast of those things which made for educational progress.

The local newspaper, in speaking of the school, said it was never in better condition than it was in 1903. Everything was moving along smoothly and the tone of the school was higher than ever before, the newspaper thought. Pres. B. F. Allen's ability as a manager was no longer a matter of conjecture, and all who were interested in the institution were willing to concede that he was an independent, safe and progressive president. The reporter felt the president owed a great deal of his success to Pres. D. C. McClung of the Board of Regents and to Supt. W. T. Carrington.¹⁷ The success of the president was due not so much to the support he received as to the fact that he was left alone to work out his own problems. Interference by the board in the distant past in matters that were solely within the prerogatives of the president had been one of the chief handicaps to the president in the inaugurating of a program.

When the president made his report to the Superintendent of Public Schools in 1903, he was in a better position to speak of conditions at the school than in 1902, when he had been at the school only a few months. The president was thankful to the legislature for its liberal appropriation the year before. The money then appropriated permitted the school to perform the much needed task of enlarging its work and employing new teachers.

¹⁵*Missouri Report of Public Schools*, 1904, 172.

¹⁶*Missouri State Tribune*, August 2, 1903.

¹⁷*Ibid.*, November 14, 1903.

According to the report which was made after a year of observation, study and analysis, the institution was reaching more people and exerting more influence on the people in the state than ever before. Students were now coming from forty-eight counties. The lack of mention of out-of-state students points to a purely local enrollment in the school. Many of the students, we are informed, were very poor and were forced to depend upon services which they were able to render the people of Jefferson City in order to remain in school. The students seem to have responded to the industrial program. The president's suggestion that printing should be placed in the industrial arts curriculum was carried out but for unexplained reasons this trade was soon dropped.¹⁸ The other recommendations were of a routine nature.

There were several organizations and extra-curricular activities then in existence. There were literary societies in every department of the school. The Union Literary and Debating Society was composed of young men in the college and normal departments; the young women of those same departments were members of the Olive Branch. The Ruskin Literary Society was composed of students from all departments and met every Friday evening. The purpose of such organizations was to give the students a chance to develop self-expression. This type of organization was prevalent in most of the American educational institutions then, although they are not now present. It may be that their place has been taken by Greek letter organizations. There were also the Longfellow and Shakespeare Clubs, both of which were under the direction of the members of the faculty.¹⁹ This type of organization, like such extra-curricular organizations as the dramatic, debating and departmental clubs which are so evident in the schools and colleges at the present time, was very helpful. The classes were active in furnishing entertainment to a much greater degree than is the case at the present time. The senior class of Lincoln Institute in February gave a political and literary entertainment in honor of Abraham Lincoln.²⁰ Public programs of this type and the clubs offered an excellent opportunity for the students to develop their talents along this line.

During these years there were many new courses added to the school's curriculum. The program of the industrial department was re-defined. The objective, as set forth in the annual catalogue at that time, was to offer young men an opportunity to receive in-

¹⁸*Missouri Report of Public Schools*, 1904, 173.

¹⁹*Catalogue of Lincoln Institute*, 1903-04, 32.

²⁰*Missouri State Tribune*, February 13, 1904.

struction in the mechanical arts and to become proficient in useful trades. To accomplish these objectives industrial training was given as required work to young men of the normal department. Special courses were provided for those who desired to learn trades.²¹ From the time it was first introduced until it was required by all the normal students many changes had taken place. The faculty was constantly adding new courses. A detailed description of two of these courses is interesting in the light of present-day practices. One course was that of blacksmithing. "The course of blacksmithing begins with welding and forging old tire irons or old horseshoes into a square rod, out of which are made hooks, links, staples, clevises, tongs, making and shaping horseshoes, and the practical teaching of horseshoeing." This course concluded with tool making, tempering and ornamental iron work. This long explanation of the course would be of little value today and therefore is not given. The teachers give detailed explanations of the courses at the beginning of each semester which serve this purpose. In another course, that of machine work, all the different forms in which iron and steel were used in making machinery and all the different operations through which it was put in taking such forms were simplified and used as exercises, one operation being taken at a time. Practice was given in making screws and spindles of different kinds and in fitting them together and instruction was offered in the proper handling of tools and machines in the construction of these things.²² This general description served for all the work given in that field. No indication was given as to who would teach the courses. At Lincoln that was not necessary because there was usually only one person in the department. Many of the departments were evaluated and re-defined but in many cases they were so much like the old that no good purpose would be served by repeating them here.

The summer school, which was started during the short administration of President E. A. Clarke as a private pay school, continued to grow. The Board of Regents took cognizance of it by placing it under the control of President B. F. Allen, but it was specifically stipulated that he was to receive no extra compensation for conducting it. He was required by an act of the board to give the buildings and grounds the same attention during the summer that he would during the regular year.²³ This action gave the summer school a standing along with the other terms of school. At this

²¹*Catalogue of Lincoln Institute, 1903-04, 18.*

²²*Catalogue of Lincoln Institute, 1903-04, 19.*

²³*Minutes of the Board of Regents, June 16, 1904.*

meeting of the board June 16, 1904, \$625.00 was set aside from the academic and normal department funds for the use of the summer school. The Committee on Teachers was authorized to employ two expert teachers and to distribute the balance of the money among the members of the regular faculty who would teach in the Summer School. The members were Josephine S. Yates, J. S. Moten, G. S. Murray and J. H. Garnett. It can be seen that the compensation for this work was small, indeed. The principle of paying teachers for their services for the summer months was the same then as that being carried out today in the state teachers' colleges. The other idea of bringing in extra persons for the summer was an excellent one and is practised in all reputable summer schools. It showed how progressive the president was and how well he understood this subject.

There was one event of great importance during this period—the World's Fair in 1904 at St. Louis, which was of international scope. People came from all over the world to take part in it. The institutions of the state displayed their exhibits. Lincoln Institute displayed its work at this fair, in order that persons might see what Lincoln was doing. A Lincoln Institute Day was held at the World's Fair. The program presented was a very impressive one. President Allen made the welcome address, which was followed by music. On this program appeared some of the most prominent sons of Lincoln Institute, among whom were Walter Farmer, a graduate of the class of 1884, and at that time a prominent attorney in St. Louis. He has since moved to Chicago where he is still one of the most prominent lawyers in the "Windy City." Other prominent sons of Lincoln were C. C. Hubbard, '96, principal of the Negro school at Paris, who has been principal of Lincoln High School at Sedalia, Missouri, for nearly a quarter of a century and is still actively engaged in educational and fraternal work in the state, and who has only recently been appointed a curator of Lincoln University; W. H. Harrison, '00, principal of the colored school at Independence, which he left to become principal of Attucks Ward School, the largest public elementary school for Negroes at the time in Kansas City, Missouri, where he remained until his retirement in 1936, and Oscar Spencer, '00, an influential educator who was then principal of the high school in Chickasha, Indian Territory, and later principal of the school at Nowater until his death. These were the persons who delivered addresses on Lincoln Institute Day before the St. Louis World's Fair.²⁴ There were about three hundred graduates and

²⁴*Globe-Democrat*, July 20, 1904.

former students present, as well as a host of friends. The program attracted so much attention that it received considerable space in the newspapers. It no doubt did much to advertise the school. The school was not as well advertised then as it is today. Even now publicity is one of the greatest needs of Lincoln University.

The president continued his work in the interest of the school. The board and patrons of the school were well pleased with President Allen's administration, and he was re-elected. At no time was any effort made to remove him. The faculty was kept intact,²⁵ which is important to the morale of the school and to its educational program. In schools where the faculty turnover is great the work is hampered, even though better prepared men are brought in. The reason probably lies in the fact that it takes time for persons to get acquainted with the ideals of the school and that also is probably the reason why accrediting associations insist that schools where the faculty turnover is too great cannot remain members of the association.

The enrollment also continued to increase during these years. In October the number of students had reached 325 which was the largest the school had ever had for that time of year. The industrial school continued to increase in popularity and students were to be found in every shop; so popular was this work growing that President Allen felt that by the next year it would be necessary to add another teacher in the industrial department. This teacher was to be added to the industries for girls. The attitude of the students toward trades was excellent.²⁶ This exploded the theory held here that Negro students would not take to the trades.

Industrial education was beginning to appeal to the Board of Regents, which passed a resolution that every pupil of Lincoln Institute, both male and female, should devote not less than one and one-half hours daily to industrial work. The board further urged greater emphasis be put upon industrial training. In order to carry out this idea, President Allen and the faculty were directed to offer courses which were mainly industrial for both boys and girls and that those courses be given as much prominence as the academic courses. In order to interest students in that work, certificates were to be offered to all who completed any one of the trade courses. A diploma was to be given to any student who completed a full four-year course in any of the industrial departments.

The president and faculty were directed to require all boys who were candidates for the elementary normal certificates to do one

²⁵*Jefferson City Tribune*, June 16, 1905.

²⁶*Ibid.*, October 13, 1905.

year's work in agriculture, at least one-half of which had to be practised on the Institute farm, or its equivalent, under approved instruction. The girls were also to take part in this industrial work in cooking and housekeeping in connection with the boarding department, or its equivalent, under approved instruction. The president and faculty were further directed to require of every candidate for the normal diploma at least one year of industrial work in addition to the work required for the elementary certificate.²¹ Thus, the work of the industrial department was becoming more and more emphasized.

This curriculum in the industrial department was emphasized not only by the officials of the school but by the World's Fair Exhibits in St. Louis. The students saw all types and developments of industries at the Fair which encouraged them in taking up the various trades. The industrial exhibit not only elicited praise but won a gold medal, next to the highest award given by the exposition.²² This work was in competition with similar work from all parts of the United States.

The president in his report to Superintendent Carrington asked for several new trades that were not then in the school such as tailoring, chair-covering, mattress-making and upholstering. He thought these would aid further in preparing the Negro to take his place with the manly, the earnest, and the useful citizens of the state. He felt more should be done in the field of agriculture. There were two men employed in the agricultural department at that time; one to do the classroom work and the other to do the work on the farm. The farm was becoming more and more profitable. During this year, the gardens had supplied the boarding department with a goodly amount of potatoes, cabbages and beans. More land was asked for so that the school might pay attention to poultry raising and animal husbandry. President Allen held the view that this would dignify labor and that those students who came from the rural areas would return there and settle down, and not rush to the crowded cities.

There was one other effort that had to go with agricultural conditions and that was the organization of a farmers' convention. It is customary for the agricultural colleges in almost all parts of the country to bring the farmers into the college to help them solve their problems. In some places this is done by means of short courses; in other places it is done by farmers' weeks or farmers' conferences. This convention had been organized for some

²¹*Minutes of the Board*, June 21, 1906.

²²*Missouri Report of Public Schools*, 1905, 69.

time prior to 1905. It was held each year in the auditorium of the school. Its purpose was to encourage the colored farmers in their efforts to improve their conditions. The persons who made up this convention were students and teachers of the Institute. The largest number of bona fide farmers who attended the conference at any time was sixteen. This was attributed to the fact that the meeting was not properly advertised. It was thought that if the legislature could spend about five hundred dollars per year that the farmers' convention could be made more effective. This money would provide for printing and mailing circulars to the farmers, explaining its purpose.²⁹ The president was well prepared to explain the needs to the farmer; certainly no one in the state was more interested in agriculture and the trades than President Allen. Usually the most prominent person in a farmers' conference would be the professor of agriculture. In this case the president took the leadership in order to insure a successful meeting.

The local newspaper also had a word of praise for the trades. These industries, the press said, were housed in a large brick building and equipped with all the machinery necessary for first-class work, including a machine shop, forging, woodwork and mechanical drawing. There were seventy-five boys in this department, which had been under the supervision of A. L. Reynolds, A. B., for the last two years. He received his education in the summer schools of New York, Kansas and Lincoln Institute. It is not clear at what school he studied in New York. His work was of a very high order. On exhibition in the shops at the school were a wagon, a surrey, chairs and other fine work with both wood and iron completely done in the shop. Professor Reynolds would have been a valuable asset to any industrial faculty and he seemed to be the right man in a school where industrial education was featured.

Another member of this faculty was J. B. Saunders, who had charge of the forging department of the industrial school. He was a practical blacksmith and wagon-maker with eighteen years of experience. The destinies of the shoemaking department were presided over by Charles F. Hoskins. He was a graduate of Tuskegee Institute. He had secured practical experience by operating a shop in Rolla, Missouri. There were twenty-nine students in that department. Hoskins had been in charge of the department for two years. During that time the number of students taking the work increased and the quality of the instruction improved.

The girls also took industrial work and showed much interest in

²⁹*Missouri Report of Public Schools, 1905, 70.*

it. There were eighty-seven girls in the course under Miss Sprague. The girls enrolled in the various household arts.³⁰ The school was interested in teaching the various household courses because the idea prevailed that a majority of the girls would enter that profession. The newspaper indicated that there was great interest in the industries at Lincoln. It might have been said also that there was great interest in this work in the city and state. Much credit for this interest was attributed to President Allen. He had discussed the benefits that would accrue from a knowledge of the trades and why it was necessary for every citizen to know some trade well.³¹ Thus, he argued, the Negro would become self-supporting.

The industrial department was attracting so much attention that persons were glad to visit it. Some of the persons who came to visit the school were F. S. Wilson of Mexico, D. C. McClung, Nelson Burch, Sam B. Cook, Charles Winston, all of Jefferson City, and Sam Keller. The last named gentleman was evidently of Jefferson City also. These visitors went through the many departments of the school and declared that there were many evidences of progress. They were especially impressed with the industrial department and the well-kept grounds and buildings. They said everything was in good order and splendid discipline prevailed.³² What the visitors saw was what had been going on in the school for some time. When President Allen took over the school, new life had been injected into it and much of the old unrest had passed away.

Increased appropriation by the state permitted the school to do better work and to expand into new fields. In 1905 the amount appropriated for all purposes was \$77,400.00, which was a considerable increase over the previous biennium. The amount for the academic and normal training departments, including incidentals and equipment, was more than \$23,000.00. There was an increase in appropriations for the industrial and agricultural departments. For the first time in the school's history, the legislature made an appropriation for the summer school. It is to be regretted that the summer school was not kept as a separate item. The amount which was appropriated was small but judging from the amount set aside by the board the year before, it was sufficient to carry on this work. There was an unusual item in the appropriations—a dormitory for girls. This building had been requested by the board and administration in order to take care of an ever-increasing student body.

³⁰*Jefferson City Tribune*, May 25, 1905.

³¹*Ibid.*, December 9, 1906.

³²*Jefferson City Tribune*, April 27, 1906.

Twenty-five thousand dollars had been granted for this purpose.³³ The plans for it were drawn by Miller and Opel and the commission was the usual five per cent.; two and one-half for plans and specifications and two and one-half for supervision of the construction. All business matters in connection with the direction of the building were delegated to the Executive Committee by the Board of Regents. The lowest bidder was George M. Todd, who was awarded the contract for erecting the building.³⁴ The acquisition of this dormitory for girls is a testimonial to the efficiency and ability of President Allen.

The board changed its policy in reference to tuition. It had been the practice for the students not to pay any tuition. This was changed because it was thought that the revenue received from such a source would help in defraying the expense of operating the school. There was also a feeling that the state had no right to educate the colored youths of other states free of charge. The board passed a resolution that a tuition fee of \$2.50 per month should be charged to all students who were non-residents of the state of Missouri. It was not possible for a non-resident student to register without first paying to the president the \$2.50 required for a period of at least five months. At the end of this period, such student could not stay in Lincoln Institute unless he or she paid the same fee again in advance. The board was determined to get the amount charged. It is rather interesting to know that the amount paid at that time is considerably more than the out-of-state fee today. It was more than double what it is today. The fundamental philosophy back of the action, both then and now, is quite different. Then it was to charge all the traffic would bear; now it is to extend the school as far as possible and bring in students from all sections of the country. This change has come about because of the keen competition for students. The president was to report on the first day of January and June of each year to the Executive Committee. This report was to consist of the names of all the out-of-state students and the amount each had paid. The money was to be turned over to the Executive Committee at the same time the report was made. The Executive Committee was to keep this in a separate fund which was to be turned over to the board at its annual meeting.³⁵ The board not only made provisions for collecting the money but made elaborate preparations for bookkeeping. This rule was changed later so as to include all students and in some ways to make the

³³*Laws of Missouri*, 1905, 28.

³⁴*Minutes of the Board of Regents*, May 16, 1905.

³⁵*Minutes of the Board of Regents*, June 14, 1907.

method of collection easier. The rule was changed to read that all resident students, except those used as pupils in the training school, were required to pay an incidental fee of \$2.00. No student was allowed to enroll without presenting a receipt which showed that fees had been paid in advance. All students who were not resident students were required, in addition to the \$2.00 charged all students, to pay \$5.00 each term.³⁰ The term was about the same as the quarter today and remained so in this school until 1913.

There are some advantages claimed for both systems. There was another feature of the school's life that the president continued to emphasize and that was public appearance for the school organizations and faculty members. A concert was held before members of the legislature in the chamber of the House of Representatives. The purpose was to display before that body the type of work which was being done by the faculty and students. The unusual part of this program was the fact that the school charged twenty-five cents in order to defray expenses. This was charged only to the public.³¹ A feature of the commencement program was the exhibit by the musical organization, under the direction of Misses Carrie Carney and Florence Pigeon, teachers of vocal and instrumental music respectively. The program, which was of high order, was the beginning of the commencement season. The second feature of this commencement season was class night. The literary portion of the program was under Prof. Francis J. Jackson of the department of pedagogy. The baccalaureate sermon was to be given by Rev. Samuel Bacote of Kansas City, who is still active in that city, devoting his time to the Christian ministry. The graduating address to the half-course students was delivered by C. G. Williams, principal of the school at Boonville.³² The whole program was of high order and was considered the most important exercise of the whole commencement. The commencement exercises in 1906 were like those of other years. The literary societies were addressed by N. C. Bruce, who was then principal of Bartlett High School. Since then he has founded and built the Dalton Vocational School at Dalton, Missouri. He is now educational director for Negro prisoners at the state prison. Another who delivered an oration was Prof. Victor Collins, who later became an instructor of mathematics in Lincoln Institute. Since 1922 he has been principal of the Washington Public School of Jefferson City, Mo., where he is doing excellent

³⁰*Ibid.*, June 29, 1909.

³¹*Jefferson City Tribune*, February 14, 1907.

³²*Ibid.*, June 12, 1907.

work.³⁹ Lincoln Institute, like any school of its kind located in a capital city, had many opportunities to hear outstanding speakers. It seemed that President Allen made every effort to bring before the students outstanding persons. One such person was State Senator John L. Bradley of St. Francois County. Others who were with him were J. C. Ford of Trenton and a number of members of the House with their wives and friends. The purpose of this visit was to inspect the work of the school. Senator Bradley spoke at the devotionals and said he was surprised at the marvelous progress which had been made. This was more amazing, the senator said, when one considered the small amount of money that has been appropriated for the work. He was glad that the element of politics did not enter into the election of the faculty. It should be so universally: that politics not enter schools—no one should ever think in terms of schools and politics in the same relation. One can only hope this will be the ideal of schools in the future. He promised to do all he could to help build up a good, useful school for the training of Negroes.

Another outstanding speaker during this period was the Reverend Chapman of the Episcopal Church. He preached the weekly sermon to the faculty and students of Lincoln Institute. It was said to be a rare treat from religious and other points of view. The theme was "So Run That Ye May Obtain." The illustrations were applied largely to the Olympic games.⁴⁰ This was only one of the Sunday sermons held at the devotionals. It was the custom then as now to have at least one service on Sunday.

The annual open meeting of the Allen Literary Society was one of the features of the closing which was looked forward to with great interest. The programs were usually of a very high order. The exercises of 1908 were excellent and fully demonstrated the value of a good literary organization to an educational institution. The music and orations were well up to the standard set by the school. President Allen gave instructions to the society on how to make their programs even better.⁴¹

Commencement week in 1908 opened with a program by the juniors. Their contribution had the unusual title, "An Evening with Virgil." There were many speakers who discussed Virgil from different points of view. There was also presented a classical play from a scene from Dido's court. It was translated by Mrs. A. J. Cooper, head of the department of classical languages.⁴² The

³⁹*Ibid.*, June 17, 1906.

⁴⁰*Jefferson City Tribune*, January 24, 1907. The sermon was preached on Sunday, January 20, 1907, in Page Memorial Chapel.

⁴¹*Ibid.*, June 7, 1908.

⁴²*Ibid.*, June 5, 1908.

play was well done and all present enjoyed the program. This type of diversion used to be very popular in schools but it has lost a great deal of its popularity for the reason that many schools do not now teach Latin or Greek. It is still carried in the catalogue but no one takes it; in fact, it has been several years since anyone has taken a course in Latin.

The Board of Regents made its report to the 45th General Assembly of the state which was required by the Revised Statutes of Missouri of 1899. The report gave an idea of the meetings the board had held and the type of business which came before it for consideration. It also stated that the board had always been conservative in asking for appropriations and had never gone before the appropriations committee of the legislature asking for any sum of money beyond what was deemed the very smallest amount with which the work of the school could be conducted. This was very evident because the expansion had been slow. It was the desire of every president that he should have larger funds to carry on the work but the real reason comes out here that the smallest amount upon which the school could operate had been requested. The reason for such a policy as this was the belief that it made friends for the board. That policy had caused the school considerable embarrassment because some of the appropriations were held up until permission for their release was given by the governor. One of the funds held up this year was that of repairs. It was said that anyone entering the grounds could see the effect of this action by the condition of the fences.⁴

The president in his report to the board made a request for a new dormitory because of the increased enrollment. He also asked for a small building to house the industries for girls, inasmuch as the department had grown and developed. There was a demand for persons to teach these industries in the public schools. The quarters then used by the department were small and inadequate.

According to the president's report, the number of persons who had graduated from the full normal course since the establishment of the school up to 1908 was 428. Of those, 216 were graduated during the administration of President Allen, which meant that the graduating classes were large. This did not include the number who had graduated from the half course. Teaching was attracting attention because the student did not have to pass an examination. The commendable thing which attested to the good

⁴*Appendix House and Senate Journal, 45th General Assembly, 1909, Part 2.*

work of the students was that not one had been arrested or convicted of any crime." This would indicate that the state should put less money in prisons and more in schools. The enrollment continued to increase, reaching 535. It should be said that a large number of these were in the training department, which meant that they were elementary and special students. The college department was still small. This particular year there were only two in that department and one in the college preparatory department. These reports from both the president and the Board of Regents had for their purpose increasing the appropriation so that the school could do better work and render better service.

The legislature increased the amount for schools in all departments. The total amount was \$75,700.00 for all expenses. The item for the summer school was kept and increased to \$1,500.00 (this was still a separate item). The other unusual item was the amount which was expended upon the library. The amount allowed for this item in the budget was \$6,000.00. There was also an appropriation for wiring all buildings and making connections with the penitentiary power plant. This would do away with the electrical plants on the ground about which the president had complained. The other item was \$1,200.00 for the training school.⁴⁵ This had been mentioned in the president's report because of the large number of persons who were taking the work.

Another question that the legislature was called upon to decide was the matter of residence of the board members. Lincoln Institute was the only Negro normal school. The normal school law said that the regents must reside in the district where the school was located. When Lincoln became a normal school it was taken over without making any new laws for it. The legislature passed a law which said members of the Board of Regents for Lincoln Institute may reside anywhere in the state. The state superintendent was to be *ex-officio* member of all Boards of Regents.⁴⁶ Thus this problem which had constantly recurred was disposed for all time.

The school progressed both in attendance and in the type of work which was being done. However, complaints were now being made against the administration. Gov. Joseph Folk ordered an investigation of conditions at Lincoln Institute. He wanted the board to secure the facts so that the institution could protect itself from these criticisms if they were not true. When the investigation was

⁴⁵*Missouri Report of Public Schools*, 1908, 237.

⁴⁶*Laws of Missouri*, 1909, 53.

⁴⁷*Ibid*, 851.

completed, it was found that the school could in no way be held responsible for what had happened." It was revealed that the conditions were normal in every way and that the administration was conducting the school on the same high plane as before. The charges were dropped since they seemed to have no basis in fact.

The board met on June 30 and Mrs. Josephine Yates, who had been for several years a successful teacher of English at Lincoln Institute, tendered her resignation to the Board of Regents. The board, however, did an unusual thing; it refused to accept her resignation and she decided to remain. Her duties were increased and besides being professor of English, she was to assume the duties of advisor to women. This was before the days when a dean of women was a regular post in the college. The personnel was not as well organized as it is today.

The board abolished the department of instrumental music and no teacher was selected. The vocal music was kept, which seems strange, indeed, since instrumental music would ordinarily be the last to be abolished because it would fit in many places where vocal music would not. The other change was the failure of the election of Professor Damel, who had taught here many years. The reason is not given, and the minutes simply show he was not re-elected. The person who took his place was Professor Woodard of Tuskegee.⁴⁸ Thus passed from the faculty one of the oldest members of that body. Fortunately this loss was not a permanent one, as Professor Damel did come back to the faculty later.

Thus ended the first phase of President Allen's administration. The affairs of the school had progressed, the number of students had increased, and the work was broadened. The school had received praise from the state officials and members of the Negro race. Lincoln was heading for the goal toward which the president had his mind set—to become the university for Negroes of the state as the University of Missouri was for the whites. Much had been accomplished in that direction during President Allen's administration. This was the view of Lincoln Institute at the turn of the century.

⁴⁸*Jefferson City Tribune*, January 23, 1908. The charges were by Dr. Coston. The Negroes as a whole were becoming interested in the school. The particular charge, that there were certain relations between some of the students and instructors, was proved untrue.

⁴⁹*Jefferson City Daily News*, June 30, 1909.

CHAPTER VIII.

THE PERIOD OF OPPOSITION

IN HIS REPORT in 1910 to the Superintendent of Public Instruction, President Allen said that Lincoln Institute was making as much progress as the other educational institutions in the state of Missouri. The money which had been appropriated, he thought, was economically and wisely spent and the returns were commensurate with the appropriations. This was undoubtedly true, because no school in the state had attempted so much on such a small appropriation. The school had expanded its offerings through constant addition of new courses and departments. The president made the claim that all of the students who had gone out from the school had become good citizens, and that not one graduate had gone to prison and that all the graduates were influential in the communities in which they lived.

The president and faculty were doing all in their power to teach the Negro the proper modes of living in the home. The faculty, according to the report, was making a special effort to inculcate in the students such virtues as diligence, family affection and faithfulness. These were only things to which students could be exposed with the hope that they would absorb them. There is every reason to think that some of these attributes were absorbed.

This was a fine educational theory as expressed in the report. Education of that day, it was thought, had to be an education for power and for service. It is not clear what President Allen meant by power, but service is perfectly clear. The idea stressed at Lincoln Institute was that ethics existed for practice, culture for use, and brains for industry. This was certainly practical educational philosophy. Continuing, President Allen said that the main idea which had befogged the brains of the Negro and directed him away from the leading issues of education and made a division in this country between those who favored the industrial education and those who favored the so-called higher education was the misconception that labor was degrading; that booklearning and fine clothes and dignified leisure belonged to the favored few; that it was not possible for the man who worked with his hands to be

cultured and refined. Lincoln was attempting to show that it was not what one did but the spirit in which he approached the task that determined the cultural value of that which one happened to undertake. This showed the great conflict going on in Negro education and represents two fundamental concepts of educational philosophy. Lincoln Institute was attempting to follow a middle-of-the-road course and emphasized education for usefulness, regardless of whether it was industrial or higher education.

The president in this important report insisted that Lincoln Institute should be for the Negroes of Missouri what the University of Missouri was for the white citizens of the state. He regretted that there was no place in the state where a Negro student could study medicine. He might have named the other professions but chose not to do so. He also urged the introduction of a Bible school much after the fashion of the one then at Tuskegee in order that preachers of all denominations could be trained. There were several private schools in the state attempting theological work but the lack of funds made the successful execution almost impossible. The president probably wanted the Board of Regents to endorse such an idea, because it was well known that under the state constitution nothing could be given to a religious organization or sectarian school. This was prohibited under the constitution of 1875 (the constitution under which the state is now governed).¹ If such a school had been set up here, it would have been non-denominational in character, and thus it would be in a better position to succeed than a sectarian school. There was probably the thought that the denominations would come together in such an effort and help turn out better ministers.

President Allen asked for stability of tenure for the faculty, and thus placed his hand upon one of the besetting sins which had, up to recent times, disturbed the school. He said one of the greatest needs at that time was a feeling of security from outside interference. Such insecurity of tenure for the faculty made it difficult for the administration to act as intermediary between the faculty and the board. It has a tendency to keep good teachers away. Some teachers would rather stay where the salary was less than come to Lincoln Institute where the tenure was insecure.

There were evidently certain restrictions which the president felt a right to request. He said that the president of Lincoln Institute should have the freedom which was given to the principals of high schools.² This was asked because the president could not do the

¹*Constitution of Missouri, 1875, Article II., Section 11.*

²*Missouri Report of Public Schools, 1910, 360.*

work of an educator when he was constantly disturbed. The thing which had happened to the other presidents seemed now to be harassing President Allen. It is to be regretted that this educational expert was not permitted to devote his attention to the task at hand instead of trying to keep his position. The school would have advanced further if this had not been the case.

The greatest need in the public schools was that of trained teachers, as he saw it. When Negro teachers took over the schools there were few who were professionally trained. This task of training them was largely placed upon Lincoln Institute, which was doing all it could to meet the demand. In the meantime, a large number of unprepared persons were carrying on the work in the schoolrooms throughout the state. This epoch-making report closed with the plea to the teachers to use the very best materials available in order to overcome their own shortcomings and to better develop the children.

The farm was not in the same plot as the academic building, but was located on a tract some distance from it, in what is known as "Wagner's Addition," one of the most aristocratic sections of the city at the present time. There were some persons who felt that it was detrimental to their welfare to have the farm remain in that section, even though the school owned it and it was serving an educational purpose. This group appeared before the Board of Regents and presented the following petition:

"To the Gentlemen of the Board of the Lincoln Institute: We, the undersigned, wish to call your attention to the location of Lincoln Institute Farm. Situated as it is on one of the principal drives from the city, among houses of our most prominent people of Jefferson City and surrounded by property of considerable value, we beg you one and all to let your good judgment rule in this matter and until the farm is exchanged for one near their own school to refrain from appointing a colored man to superintend and live at the farm, thereby ruining the neighborhood and depreciating the value of our homes."³

This was an interesting document for the reason that the person presumed to tell the board how to operate its farm and set up a policy which it was the duty of the board under the law of the state to do. It is difficult to see how the farm with a Negro operating it could ruin the community, because it is evident that the

³Petition to the Board of Regents, January 10, 1909, signed by some citizens prominent in the community and until recently in possession of the Board.

school farm was here before the community was built. It would seem that the reverse was true; that the citizens were ruining the farm. The situation is analogous to that of the whites of the west who moved into the Indian territories and after taking over the land said that the few Indians left were ruining the white's land. The Board of Regents in its meeting gave no indication as to whether it would comply with the request or not. A motion was passed which simply said that the petition should be filed. At a Board of Regents meeting on January 18, 1913, Dr. W. W. Charters, who was Dean of the School of Education at the University of Missouri and who is now professor of education and director of the Bureau of Educational Research at Ohio State University,⁴ moved that the policy of having a white tenant on the farm be abandoned after March 15, 1913.⁵ This was an effort on the part of Dean Charters, a practical schoolman, to destroy an artificial set-up which existed on the institution's farm. The professor of agriculture could not go on the farm and become responsible for the way things were going on there. Such a system made for decentralization and took from the person who was giving instruction in the subjects of agriculture the opportunity of seeing that his instructions were carried out. The petitioners evidently were successful, inasmuch as a Negro could no longer live on the farm.

The opposition was at work from 1909, the time that the petition went in, until 1913 when the Legislature passed a bill authorizing the sale of the land. The Board of Regents of Lincoln Institute was authorized to sell the farm land, which was deeded to that body, and asked to buy new land. This bill authorizing the Board of Regents to sell the land was introduced by Representative Boyd of Monroe County.⁶ This was House Bill 923, with an emergency clause attached. Section 2 of the act said that the Board of Regents of Lincoln Institute had an opportunity to sell the tract of land for the use of the agricultural and industrial departments at a reasonable price if the transaction could be completed at once, which made the sale of the land an emergency. The act further stated that the institution stood in immediate need of the tract of land intended to be purchased with the proceeds of the sale. It was also stressed that if the purchase was not made at once the opportunity might be lost. This was interpreted to mean that an emergency existed.⁷ This was in conformity with the facts in the case. If the

⁴*Ohio State University Bulletin Catalogue*, 1931-1932, 30.

⁵*Minutes of the Board of Regents*, January 18, 1913.

⁶*House Journal*, 47th General Assembly, Regular Session, 1913, 724.

⁷*Laws of Missouri*, 1913, 131.

farm were sold and if the school were to continue as an industrial school, then surely an emergency did exist.

This act was approved March 15, 1913. There was little need for carrying out Dean Charters' recommendation because the act giving permission to sell the land was given at the same time that the removal of the white tenant was authorized. It is rather interesting to see a representative in another county introduce a bill to allow the regents to sell the farm land at Lincoln Institute. The emergency clause was added in the Senate. It may have been that these lawmakers, being keenly alert to public opinion, tried to remedy the situation.

The board employed Gordon and Church as agents to dispose of this old farm. This firm asked for sealed bids for the purchase of the whole or any part of the Lincoln Institute farm. This was a tract consisting of twenty-four acres lying on the east side of the road leading from Jefferson City to Berry Bridge on the Moreau. It was more particularly described as being all that part of Outlot 94 of the City of Jefferson, lying east of the county road in Cole County, Missouri. Bids were to be received at the office of one Nelson C. Burch, secretary of the Board of Regents, located at 306 East High Street in Jefferson City. The bids were to be received up to 3 o'clock P. M. on Thursday, February 20. The terms of the sale were cash. When all had been complied with the agents were ready to take persons out who wished to see the land and explain the details to them.⁸ This was done before the bill was approved. It was probably so certain that the bill would pass and be approved by the governor that the board felt like going on and making arrangements for the sale of the Institute farm in advance.

The Board of Regents decided that it would be worth while to get an appraisal of the farm. The board was aware of the way land increased in price when it was understood the state wanted it. The board asked that five or six representative citizens of Jefferson City or of the state appraise the farm which they had planned to buy so that the state would only pay the value appraised. One of the most difficult things to do is to persuade the state to buy land. All of the state educational institutions have experienced this difficulty. The reason for this is that the members of the legislature are skeptical of individuals who want to sell land to the state. This accounts for the method and procedure followed in securing land for the institutions.⁹

This land, which was sold to Felix Senevey for a consideration

⁸*Jefferson City Daily Democrat*, February 7, 1913.

⁹*Minutes of the Board of Regents*, January 18, 1913.

of \$15,000.00, had been conveyed to Lincoln Institute by Mrs. Lou Bolton. This closed Lincoln's holding on the famous Moreau Drive. Some of the best houses in the city have been built there. It is now known as the "Wagner Addition." There are newer additions in the city challenging it in importance and beauty but it still is an important addition. The old farm was probably much too small for the future needs of the school anyway.

The regents bought sixty acres in three outlots, twenty acres in each of Outlots 84 and 89, and twenty acres in Outlot 95. The price paid for this land was \$14,500.00.³⁰ This seemed like an excellent investment when sixty acres could be bought for less than what had been received for twenty-four acres. It must be admitted, however, that the present farm is not nearly as valuable as the one which was sold. The farm which was purchased still serves the agricultural needs of the school.

The president of the school, in his report to the Superintendent of Public Instruction, said the work of the classroom, with few exceptions, was of a high order. He said that the selection of teachers was made on the basis of fitness for the work they were to do and that this rule was ever kept in mind. He expressed the fear that in some instances some of the teachers were too young for the responsibilities placed upon them in a boarding school where they had to spend almost twenty-four hours a day at their post of duty.³¹ Thus we get an idea of the way the work of the boarding schools was carried on at that time.

Probably as a result of the president's report, with its implication that the teachers were not remaining long enough on the job, the board passed certain new rules affecting teachers. They were to report at eight in the morning and remain until four in the afternoon with the exception of the noon recess.³² Such regulations were probably necessary, but one wonders when the teachers found time to prepare for the work they were to teach. They certainly had little time for anything outside the work of the classroom and most of them had classes all day long, hence the rule could have had little effect upon them.

The president and faculty were ever alert to the interest and welfare of the students. Any student who was unable to pay his incidental fees and who was capable of working his way through school was required to give the equivalent of said fees in labor to

³⁰Warranty Deed, Book 43, 35; March 27, 1913.

³¹*Missouri Report of Public Schools*, 1909, 257.

³²*Minutes of the Board of Regents*, November 17, 1919.

the institution.¹³ The school made every effort to get students—just the same as every other school did at that time and still does today—and afforded them every opportunity to attend school. Many of those who came were poor and many of them had to work their way through school. Among these graduates throughout the state are many prominent citizens who owe their success to this policy.

The alumni group was interested in encouraging scholarships. It offered a medal, to be known as the Alumni Medal, to be given to the student who had the highest average in scholarship for his junior and senior years.¹⁴ The alumni established this scholarship because it desired to encourage higher scholarship attainments in the school. This was commendable, and it is regretted that this good work has not been continued.

Another movement which contributed to the welfare of the students was a restatement and a clarification of the rules. They were printed in the catalogue so that all could read them. The proper observance of the rules of the school was essential. The way that the Sabbath was to be observed was by attendance at services in the churches of the city in the morning and the lecture in the chapel at the Institute in the afternoon. This arrangement was designed to take care of most of the day. All the ministers of the city, regardless of color, were asked to speak at least twice each year. In their absence, the president conducted the service.

There were also the religious organizations which claimed part of the student's time. The young men had the Y. M. C. A., which has become an admirable training school for religious work, and the young women took part in the Y. W. C. A., which was an established branch of the national organization. This organization filled a very important place in the religious life of the school. The meetings were not only entertaining but helpful, and were attended by both teachers and students. Everything of a sectarian nature was excluded from their exercises.¹⁵ The student who performed all his duties had little difficulty in properly keeping the Sabbath.

The student was expected to be punctual in his attendance at these services. He was also expected to be punctual at chapel exercises and at daily recitations. He was required to observe study hour during the week, but it is not clear when study hour started in the evening and when it closed. In most of the Negro schools it started at seven and continued until about nine. During that time

¹³*Minutes of the Board of Regents*, June 10, 1913.

¹⁴*Annual Catalogue of Lincoln Institute*, 1913-1914, 41.

¹⁵*Annual Catalogue*, 1914-1915, 50.

the student was expected to remain quiet and devote himself to study.

Each student was held responsible for all improper conduct occurring in his room. He was also held jointly responsible for any damage beyond ordinary wear. The rooms were to be kept in good order and were subject to inspection by the president and matron at all times. The students were responsible to the matrons under whose control they were. They were expected to receive a card of good deportment at the end of the year. If this was not received, the student was not expected to return. This was an excellent way of getting rid of those who could not adjust themselves to the life of the school. Those who left before the end of the year were expected to get permission from the president; if they did not secure such permission, they were subject to suspension. This rule is still observed in many well-regulated institutions. The only way that an accurate record can be kept is to insist upon students' observing such a simple rule.

These rules applied to all students whether they lived in the city or on the campus. Of course they could not be made to apply with the same force to those students who lived in the city, but as far as practical they were made to apply to them the same as to those who lived on the campus. All students were expected to leave Jefferson City and return to their homes at the end of the school year. This rule was in keeping with the idea of the school assuming responsibility for the students while they were here. No mention is made of those students who were sent home, and it is not known whether they were forced to go to their homes or not. In some institutions, that is a most trying problem, but it probably gave no concern here.

The school insisted that the students furnish themselves with warm clothing. In the case of the young women it was specified that in addition to warm clothing they must have rubbers and raincoats. This was in order that they might carry out their obligations on Sunday and at other times without fear of endangering their health. Each article of clothing was to be marked with the owner's name. A list of articles was to be brought by the student. However, we are not told of what the list consisted, so we presume the student was advised of it when he made application.

The trunks were to be plainly marked with the owner's name and be open to inspection by officials of the school when they felt so disposed. The owner was held responsible for the things found in his trunk. It was assumed that students enrolling in the Institute entered a sacred compact to obey all the rules which have

been detailed.¹⁶ They also were expected to obey other rules which the school may promulgate. The rules were simple and easy to understand. They were printed in the catalogue and in this way made known to all.

The school at this time adopted uniforms for the students. The reason for this regulation was to save the parents money. The uniform of the girls was described in much more detail than that for the boys. The women wore a shirtwaist and dress for warm weather and a blue suit for cold weather. It was possible to wear a dark silk waist instead of the blue wool suit if the girl desired. All girls were required to wear the mortar-board cap, except in the spring of the year when a plain sailor hat might take the place of the cap. These uniforms were inexpensive; the girls could make theirs from \$7.00 to \$12.00; those for the boys ranged from \$10.50 to \$14.00.¹⁷ The price was reasonable, and the plan probably did save the students some money. It was quite popular to have the students wear uniforms at that time. That custom has about passed away in all schools, except the military or semi-military schools.

Regulations such as those noted, which are now currently in force in some places, might be invoked at Lincoln today. Association of young men and young women without permission was prohibited. The writing or passing of notes between young men and young women students was not tolerated. Such a rule today would be ludicrous. With such rules in force, it can readily be understood why every member of the teaching staff was expected to be constantly on duty. Other rules found in a large number of catalogues were those pertaining to intoxicating drinks and tobacco, which were prohibited in every form. Times have changed considerably since then, and we now frequently see women as well as men smoke on campuses. Lincoln University is no exception in this respect. Carrying of firearms or deadly weapons, indulging in profanity, obscenity or gambling, using or possessing dice, playing cards, or engaging in various forms of gambling were banned. It was made plain that a single case of intoxication or gross immorality on the part of any student would *ipso facto* sever his connection with the institution. Many of these rules are still in operation in well regulated schools. They are not published now as they once were because students entering an institution today are assumed to know what is expected of them. Most of the rules, with the possible exception of card playing, are enforced whether printed or not.

¹⁶*Annual Catalogue*, 1914-1915, 49.

¹⁷*Ibid.*, 51.

The last rule to be noted here is that concerning absence from the campus. Students could not go to town without permission.¹⁸ When a student came to school, the institution assumed responsibility for him and for that reason it was necessary to know where he was at all times, and that is why permission had to be received from the president before he left the campus. To excuse every student who wished to leave the campus placed a great burden upon the president's office; nevertheless, the administration assumed this responsibility because the people wanted it to do so.

In 1913 the students of the Institute objected to the manner in which the faculty conducted a literary society in the school.¹⁹ They had sent unsigned grievances to certain members of the legislature. It would seem that such a petition should have been ignored since it was unsigned, but such was not the case. The board called eight students who appeared in behalf of the aggrieved students, all of whom lived or worked in the city. The board then called as witnesses five students who lived in the dormitory, all of whom denied having anything to do with the petition. The board discovered the charges were not as serious as they appeared to be and it doubted if there was any basis for them at all. The board calmly reached a decision, since it was not pressed for time, and the result was that it did suspend twelve of the students who were involved in this effort to acquaint the legislature with conditions at the school.²⁰

When the board met June 11, 1913, the president recommended that all the suspended students, except four, be reinstated. Those who were reinstated were to be publicly reprimanded by the president at such time and place as would be convenient to all concerned. These students were made to understand that the board would not permit them to remain in school if, after reinstatement, they failed to show the proper respect to the president, the faculty and the board.²¹ This was the recommendation of the president to the board, which was approved. Thus the way was made clear for these young men to return to school with the understanding that they must obey the rules. It seems rather strange that the students should report directly to the legislature; it would seem that the matter could have been handled better by going direct to the administration first and then to the legislature if necessary.

¹⁸*Annual Catalogue*, 1914-1915, 48.

¹⁹*Daily Democrat-Tribune*, June 12, 1913.

²⁰*Minutes of the Board of Regents*, February 25, 1913.

²¹*Ibid.*, June 11, 1913. Names are purposely omitted since the students now are outstanding citizens of this and other states.

The Board of Regents then established a policy for the school which compelled appeals from the students to be made direct to the administration first, thus maintaining due respect for the administration.

At this same meeting of the board, the faculty was elected for the following year. There were some changes, but they need not be mentioned here. The president kept in mind the principle which had guided his action since he first came to the school, that of selecting the best persons he could find for the positions on the faculty for the money available.

The Negro agricultural and mechanical colleges had grown to the point where they were having meetings to discuss their common problems. President Allen attended such a meeting in 1904.²² They were called in order that the heads of the institutions could exchange ideas. The greatest development had been made by schools outside of the land-grant group. This Negro land-grant college association now meets every year to discuss the common problems of the membership, and this association has undoubtedly been of great assistance to the administrators in the development of their schools.

The ever-changing curriculum necessitated a revision in the statement of the objectives of the departments. The normal preparatory department was set up for the purpose of preparing students for the normal and industrial department. The subjects offered were of an elementary nature and were designed to care for those who did not have educational opportunities in their earlier days. Some of the subjects offered in this department were reading, geography, English, grammar, arithmetic, nature study and American history. These were all elementary in nature and probably took care of many who would have been compelled to attend local public schools. The course was for three years.

The course of the normal department had been revised. It was claimed that it had been placed on a level with that of the best normal schools of the state. After a student had finished a good elementary school, the course of the normal department would require six years. The time was shortened to five years if he matriculated at Lincoln Institute. Full credit was given to students who finished their work in other accredited schools of the same rank as Lincoln Institute. This is not quite clear because Lincoln Institute was not accredited by any association. Each student who finished the normal department was compelled to take at least two years of

²²*State Tribune*, April 19, 1904.

industrial work. Nine units would entitle a student to a certificate allowing him to teach in any public school of the state for a period of two years from the date of issue. Three of the units had to be taken in Lincoln Institute.²³ The institution could not certify a person who had not done some work in it. The amount of work necessary for certification could not be finished in less than one year. This is the regular procedure now in colleges and universities and there is little possibility of getting a degree in less than a year when one changes from one school to another. The students were also expected to take practice teaching in the training school, covering the elementary subjects they were to teach.

The annual catalogue at that time required all who showed aptness for teaching to take practice teaching. It would be interesting to know what happened to those who did not show such aptness. Whether they were permitted to teach or not is not made clear. Those who took agriculture were expected to spend half of their time on the theory as given in the textbook and the other half in practical work on the farm. The administration was determined that those who studied agriculture should know it by actually coming in contact with it. When the students had finished the course, the degree of Bachelor of Pedagogy was conferred. This indicated that half of the work of the liberal arts college had been finished. The students who returned to continue their work were classified as juniors in the college of liberal arts. Despite this encouragement not many returned to take the college course. This probably was caused by the fact that teachers outside of the large cities did not have degrees and, as a matter of fact, did not need any in order to secure jobs.

The subjects given in this department were the same as those ordinarily given in the high school, along with some of those given in the college. The curriculum in Education included the following courses: Elementary Psychology, Management (which embraced the control of the school and the course under educational hygiene), General Methods, Educational Psychology, Principles of Teaching, Methods and Observation, History of Education, and Practice Teaching. This was an imposing array of subjects that might grace many schools of the present day.

The college and the college preparatory departments still had their courses gracing the catalogue, but they were not being taken. Of the 435 students in attendance in 1914 not one was in

²³A unit consisted of forty-five weeks of work, five days to the week, forty-five minutes to the recitation. Eighteen units were required for graduation from this department.

the college or the college preparatory department. It seems as though it would have been better to drop such courses and frankly say that the school could not give college work. The present administration, like its predecessors, took this method of saying that Negroes did have the opportunity of securing a college education. The course as outlined in the catalogue for the college was classical, with a sprinkling of the biological, the physical and the social sciences.

There had been much improvement in the college preparatory courses and greater emphasis was being placed upon science. The subjects were physical geography, given in the second year; physics, in the third year, and chemistry, in the fourth year. The courses were similar to those offered today. The curriculum was modern, but it must be borne in mind that with the turn of the century there was a general shift in subjects in the schools, and the high schools simply adjusted their curriculum to these changes. Another innovation made here at the time was the teaching of Missouri history in the first year.²⁴ Since high school was for the majority of students terminal, it was the appropriate place to teach them the history of the state of Missouri. We find little or no place in the crowded curriculum today for state history in the high school.

Despite the fact that the library was destroyed by fire when the old administration building was burned, it had by various means been able to grow and develop. We are told by the catalogue of 1915 that it had 7,000 bound volumes. A large number of the books were lost during the period 1914-1921. In 1926, when a conscientious effort was put forth to build up the Lincoln Library, there were about 2,000 volumes on the shelves, in addition to pamphlets, monthly and weekly magazines.²⁵ It is unfortunate that much of this material cannot be located.

The Lincoln Alumni Association was organized in 1876 and was open to all graduates and former students of the institution. It maintained an interest in the school in many ways. It offered a scholarship covering board and tuition for the year to the student who caused to be enrolled the greatest number of students above five.²⁶ Such a scholarship aroused students to a keener interest in the welfare of the school and at the same time it swelled

²⁴*Annual Catalogue*, 1914-1915, 10.

²⁵*Ibid.*, 53. The information on the library in 1926 is given by the present librarian, Miss L. A. Anthony.

²⁶*Forty-third Annual Catalogue of Lincoln Institute*, 1914-1915, 51.

the school's population. It was a better plan than having the school itself make the solicitation.

The clothing of the young women was another problem that gave the rule-makers some concern. The dress had to be plain and substantial. It is difficult to understand what was meant by substantial. No extravagant and unnecessary finery was permitted, the rule said. Those who brought such apparel would be required to lay it aside while in the institution. The purpose the administration had in mind was to keep those who could afford such finery from embarrassing those who could not. It is probable that the enforcement of this rule was left to the persons in charge of the girls who would determine what was proper. Party dresses could not be worn at the school.

In 1913 there was a demand in Jefferson City for native rock. Lincoln had a considerable amount of it on its property. At its meeting on July 12, 1913, the board gave audience to William Mueller, who offered to purchase a rocky hillside adjoining his home but located on one corner of the Institute farm. This tract was estimated to contain from two to two and one-half acres. He offered to buy it at a price of \$60.00 per acre. This came up for discussion in the board meeting and it was decided unanimously not to sell the land at that time at any price.²¹ Such a decision was wisely made because schools of higher learning follow the policy of constantly acquiring more land to take care of future needs. Lincoln finds itself cramped for space now because such a policy was not always followed, and there is little room for expansion now about the school grounds.

The Lincoln appropriation for the biennium 1913-1914 was \$78,350.00, representing an increase in some of the items, especially in salaries. Increases in the budget were expected for the reason that the school was expanding its course and adding new courses. The appropriation was accompanied with the statement that all money appropriated was to be used for the purposes enumerated and any liability or debt incurred in excess thereof was to be charged to the person or persons authorizing or incurring the same.²² This inhibition was attached to each appropriation bill for Lincoln Institute and was probably done to prevent the administration from over spending its funds and presenting a deficiency bill, which the legislature would have to take up.

A course in automobile mechanics, which had for its purpose the training of ambitious young men to become chauffeurs and auto-

²¹*Minutes of the Board of Regents*, June 11, 1913.

²²*Laws of Missouri*, 1913, 62.

mobile repairmen, was now added to the other trades in the school. The statement of this course shows the change that has taken place between then and now: an auto mechanic course would still find a place in a curriculum but students would not be taught the process of driving, which is so easily learned that it need not be taught in the curriculum. However, there is a feeling in some quarters that certain driving lessons should be taught as a means of furthering safety. The local newspaper said that Lincoln Institute was one of the first institutions in the country to establish a school for chauffeurs.²⁹ There was an effort made to bring as many trades as possible to the school and to make them available to everyone. The industrial work of the school was the leading work of its kind in the state. The industrial department took nine premiums at the State Fair of 1914, five of which were blue ribbons. Emphasis was laid upon the industrial work here in those years, but not to the exclusion of academic work. No student could get a certificate from the normal department who did not spend at least two years in some kind of trade. That probably accounts for the number who were interested in the trades.

The Board of Regents, possibly at the suggestion of the president, established the policy of inviting outstanding graduates and others to the school to address the students and faculty and at the same time have conferred upon them the Master of Arts degree. Those who received this honor in 1915 were L. B. Quinn, principal of the Negro high school in Moberly, who is still active and in the same position; Oscar Spencer, principal of a school at Chickasha, Oklahoma, since deceased (he spent a long time as principal of the Negro high school at Nowata, Oklahoma.); V. H. Collins, then instructor in mathematics on the faculty of Lincoln Institute, who has for several years been principal of Washington elementary school at Jefferson City, and R. H. West, secretary of the faculty of Lincoln Institute, completed the list of those who were elected to deliver addresses and receive degrees.³⁰ The nature of these addresses is unknown. It is to be regretted that the records of these proceedings at the school were not preserved.

In 1916 J. R. A. Crossland of St. Joseph was invited to address the student body of Lincoln Institute and to have the degree of Doctor of Laws conferred upon him. There were others who were given degrees at this time, but this was the only degree of Doctor of Laws conferred. Those who were to get the Master's Degree were Joe E. Herriford and Richard T. Cole of Kansas City, and

²⁹*The Democrat-Tribune*, June 10, 1915.

³⁰*Minutes of the Board of Regents*, June 10, 1915.

Charles H. Brown and David E. Gordon of St. Louis. They were likewise invited to address the faculty.³¹ The degrees were divided between two large cities. The practice of conferring degrees in this manner was common to a large number of schools at the time.

In 1917 those who were asked to come before the faculty in order to deliver lectures and to have degrees conferred upon them were Walter H. Harrison of Kansas City, H. V. Wallace of Springfield, who recently passed away, and William H. Jones, one of the first graduates from the school. His name graced the roster of the first class which graduated in 1876. That class was composed of two graduates.³² It was natural and fitting that the school should confer upon him the degree of Master of Arts. All of those persons were among the educational leaders of the state, and in honoring them the school honored itself as well.

During this period from 1915 to 1918 there was much opposition to President Allen's administration. The opposition became so active on the part of the board that at one time it sent one of its own members to some of the eastern cities for the purpose of securing a president. Nothing came of this effort. Perhaps a suitable man who was willing to undertake the work here could not be found. It was thought that the administration would not last from one year to the next. In confusion and uncertainty, there was little opportunity for the development of a program of education. However, for the year 1915-1916 President Allen was re-elected. The local newspaper could say that there was great rejoicing at the Institute when it was learned that President Allen had been re-elected for another year. The newspaper related what was undoubtedly true when it said that President Allen had made a splendid record and had brought the college up to the highest point of efficiency ever known.³³ However, the election was held early and that gave the president an opportunity to plan the year's work.

It was known as early as February that the Board of Regents of Lincoln Institute had decided to ask the legislature for an additional appropriation of \$78,000.00. The purpose of this additional appropriation was to extend the scope of the manual training and the domestic science departments, and in a general way to fit the students for the various vocations. Much progress had been made in the field of industrial education at Lincoln Institute, so much so that one could not graduate from the school without having had

³¹*Ibid.*, June 8, 1916.

³²*Minutes of the Board of Regents*, June 14, 1917.

³³*Daily Democrat-Tribune*, February 15, 1915.

some industrial work. The industrial work was emphasized by the regents as that which would fit the students for the vocations of life. The chances for a young man of the Negro race to learn a trade in the manner of a young white man were very remote. Most of the trades at that time in the ordinary sense were practically closed to the young Negro. It was thought then that the way to learn a trade was by the apprenticeship system and not in school. The way to learn a trade now is by going to school. Booker T. Washington had made famous this type of education. If it was difficult then for young Negroes to learn a trade in what the local newspapers called the regular way, it is more so now. If the Negro is to learn a trade, he must learn it either in school or under some successful member of the race. The intention of the managers of Lincoln Institute was to keep open the channels where the young Negro boy and girl could learn a good trade as well as acquire a higher education.³⁴ The regents were interested in the greater development of the institution and made it clear that they expected to ask for money to carry out that desire. This was another effort on the part of the administration to make educational conditions as nearly equal as possible. That could not be done at the time and it has not yet been achieved.

The Board of Regents asked that more be given for the development of Lincoln Institute. The president of the board, speaking for that body, said that it had done the best it could with what it had. The board was really proud of the way the academic faculty had gone on with the work which had been assigned to it. The president of that body doubted if the legislature fully realized the importance of Lincoln Institute. In 1913 the administration of the school was helped when the various funds were merged into one fund. The legislature was requested to carry that still further and have just three funds, which should be as follows: 1, salaries, including all departments; 2, support; and 3, maintenance of all departments. This would take care of any necessary equipment for departments not up to standard and repairs and improvements. It would definitely give the board a chance to develop the school in the direction which it deemed best.

The trades were well developed because the administration improved them as fast as funds became available. An innovation in the trades was a class in cooking for boys, according to this report. That would certainly be considered out of place now. Then it was reasonable, because cooks for hotels and restaurants were in de-

³⁴*Daily Democrat-Tribune*, February 3, 1913.

mand, and such a course would save an apprenticeship in that field.

The final subject covered by the report was agriculture and though presented last was not the least important. It had caused the board more worry than any two departments of the school. The appropriation made for agriculture by the state was in nowise commensurate with the work expected to be accomplished. The United States government gave \$50,000.00 annually to the State of Missouri to divide among the schools of the state for instruction in agriculture and industries. The State of Missouri, in order to get this grant, had to include Lincoln Institute's agricultural department in the program. The secretary of the United States Department of Interior said that the Department of Agriculture at Lincoln Institute accomplished little in comparison with the amount expended.³⁵ This was the prevailing opinion: that there was little being done on the school farm. The president said that it might not be generally known but it was nevertheless true that Lincoln did have an agricultural department. There were at that time two teachers and one caretaker or superintendent employed to take care of the farm.³⁶ The president of the board wanted to know what more could be done on \$2,000.00 for two years, which was only \$83.33 per month. With that meagre amount, the board was expected to carry on experiments in agriculture, horticulture and stock-raising. There was also to be acquired new equipment, such as farm tools, blooded animals and houses to shelter whatever tools and machinery they might acquire. The president of the board said the board had done the best it could with what it had. He invited the members of the legislature to visit the school at any time and also asked them to co-operate with the board to the end that the \$50,000.00 annual grant to the State of Missouri be continued. If the legislature and the board did not work together on this matter, the president felt the aid would be lost. However, the president was willing to defer to the legislature on any plan they might evolve. The report probably had some influence upon the legislature because it made one of the largest appropriations in the history of the school. The salary apportionment alone was \$50,000.00. The amount for agriculture was increased from \$2,000.00 in 1913 to \$10,000.00 in 1915. This great increase had come about because of the criticism of the Department of Interior and the clear and critical report of the president of the board. The entire appropria-

³⁵*Appendix House of Senate, II., 48th General Assembly, Biennial Report of Board of Regents.*

³⁶*Missouri Report of Public Schools, 1915, 160.*

tion was \$116,000.00 for the two-year period. The school was now making itself felt in the very life of the state.³⁷ The legislature also appropriated money to take care of deficiencies, which seemed to be the rule with most schools. The board took a renewed interest in agriculture and offered a prize for the best work done in that subject. Arrangements were to be left to the discretion of the Executive Committee,³⁸ but they were delegated to the professor of agriculture. These new steps no doubt helped to create new interest in agriculture, and the progress made was in line with the promises which had been made to the legislature by the board. It is to be regretted that the interest which was manifested then was permitted to wane. The appropriation at this time was not made specifically for agriculture, which was a departure from past practices. It is to be hoped that the course in agriculture will soon be raised to the standard of other departments.

The summer school, which had prospered so much during the early days of President Allen's administration, seemed to have fallen off. Many of those who once felt the necessity for a summer school did not come for one reason or another. The method of certification was another reason why many did not come to the summer school. In order to get a certificate to teach in Missouri all one had to do was to finish the eighth grade and pass an examination, and that is still true. Those who finished the full course in the normal school were granted life certificates. These factors militated against attendance at the summer school at Lincoln Institute.³⁹ Those who were forced to attend school in order to make up a deficiency in training could satisfy that demand by attending the teachers' institute, which was held ten days each year and which was all the school law called for. If they came to Lincoln, they must study at least forty-five days and at the same time pay room and board.

President Allen had reached prominence so that he was attracting attention in all parts of the state. In an address which he delivered in Mexico at the Lyric Theater the president asserted that Lincoln Institute was turning out good citizens. He asked any one who needed chauffeurs or all around men to apply to him. He was able to show that Lincoln Institute was turning out students who were able to adjust themselves to whatever sphere in which they

³⁷*Laws of Missouri*, 1915, 69.

³⁸*Minutes of the Board of Regents*, January 15, 1915.

³⁹*Minutes of the Board*, June 11, 1914. This was much later. There is nothing in the minutes to indicate exactly when the summer school was closed. There is only a statement here and there in the minutes. The records of grades in the registrar's office show there were no summer schools from 1913 to 1918.

happened to find themselves. This address was heard by a score of leading Negro citizens and many whites. It was said to have been one of the best addresses delivered in Mexico for some time. He spoke preceding a concert given by the students which was made up of compositions by Negro composers." The concert was of a high calibre and reflected much credit upon the school.

The Governor appointed Doctor Allen, along with other members of the race, to attend an education conference held in Washington, D. C., from August 23 to 26, 1916. Those serving with President Allen were the late Alex Slater, who served the state for many years as messenger to the governor; Rev. John Goins, who was pastor of the Second Baptist Church here and who is now acting as missionary for the Negro Baptist Convention of the state, and R. A. West, secretary of the faculty of Lincoln Institute." This was an important conference and the governor appointed outstanding men who would ably represent the state.

The commencement was begun at Lincoln Institute with a sermon by Dr. M. M. Adams, Dean of Atlanta University, who later became president of that institution. It was said that both the message and the music were above the ordinary." It was a fitting climax to what was characterized as a most successful year," one hundred sixty students in attendance. It was said to have been one of the largest trade schools in the United States. There were many schools in the South that owed their existence to the fact that they were giving industrial work and thereby were fitting the students for useful citizenship.

The question of appropriations is always one of the main issues at a state-supported institution. Much of the administrator's time must be spent in visiting those whose duty it is to provide such funds. It is regrettable that such is the case and that it cannot be avoided; if it could, the president could spend more of his time on educational matters. The report of Guy Chinn, the president of the Board of Regents of Lincoln Institute, was as concise and to the point as the one rendered to the 48th General Assembly. He said that some of the members of the Board of Regents had appeared before the legislature and had asked in the name of the Negro race for more adequate appropriations, remarking that this was the only chance that the Negro boy or girl had for a higher education. It was almost the only place in the state where some

¹*The Democrat-Tribune*, April 4, 1910.

²*Ibid.*, May 29, 1916. Alex Slater died in December, 1938.

³*Democrat-Tribune*, June 5, 1916.

⁴*Ibid.*, June 9, 1916.

persons could acquire an elementary education, because there were several counties where there were so few Negroes that not even an elementary school could be set up. It is still the only place in the state, outside of the large cities, where courses above high school can be secured for Negroes. In the large cities the colleges are for those who live in those cities. The white boy, it was pointed out, could go either to the State University, the School of Mines or to any one of the five normal schools. Such a plea, the president felt, would result in larger appropriations and the consequent improvements in those departments which needed aid. The same argument was presented to the 49th General Assembly. The report also called for restoration of the summer school for the reason that there was no place in the state where the Negro teacher, employed during the year, could continue his studies. Under present conditions, such a person who wanted to improve himself would be compelled to leave the state. The president thought this was not right. The board again, as it did in 1915, laid emphasis on the Agricultural Department. It was again set forth that upon the proper maintainance of this department depended the gift from the government of \$50,000.00 or \$100,000.00 for the two years. The president said that was more money than the state spent on Lincoln Institute in all of its departments for the same period. The president thought it would be well to leave this subject alone, since it would do no good to keep harping on it. The members of the legislature were invited out to the school to see what it was doing and to see how well it was accomplishing its aim and how well the state money was being spent.⁴⁴ This was another of those straightforward reports. It demanded for Negroes a fair deal along with the others.

The appropriation was increased to \$101,500.00 for the two years, making it the largest in the school's history. It contained only the following divisions: \$50,000.00 for salaries, \$30,000.00 for support, \$1,500.00 for expenses of the board, including salaries of officers and incidentals; \$10,000.00 for repairs and improvements and \$10,000.00 for the agricultural department.⁴⁵ The appropriation was lumped into five items as had been asked in the report of the president of the board before the 48th General Assembly.

There was also appropriated \$6,449.73 as a deficiency appropriation, caused by the over-appropriation of the revenue in the state

⁴⁴*Appendix House-Senate Journal*, II., 49th General Assembly of Missouri, 1915-1916.

⁴⁵*Laws of Missouri*, 1917, 78.

treasury⁴⁶ and not by any fault of the school administration. Over appropriations by the legislature in this state are not uncommon and it is up to the Governor to prevent them. A legislator can say to his constituents that he has done his duty in voting for an appropriation and yet be conscious of the fact that there is no money in the treasury for that purpose.

In 1917 the United States entered the World War. It had its influence on Lincoln Institute as well as other institutions of learning. The students were called to the colors. The most immediate effect was difficulty in securing coal. In October the school had to close a few days because coal was not available. It had been contracted for but the dealer could not get cars to deliver it. While not in class, the students participated in a good-bye demonstration for the Negro draftees who left to enter the army."

The board, like all organizations of its kind, deemed it patriotic to abolish courses in German. It was voted that the faculty be instructed to leave German out of the course of study.⁴⁷ This was the vogue everywhere and a school of this kind could hardly be expected to do otherwise. However, most of the students were in the normal department where German was not required.

At this same meeting it was voted to employ the teachers of Lincoln Institute for a full year beginning on September 1 and ending on August 31, and pay them one-twelfth of their salary at the beginning of each month. This was the system in vogue in most of the state schools. Lincoln was therefore falling in line with the trend in the state. It was a great advantage because it spread the salary over the whole year. At the present time that system is in operation with part of the teaching force. Those who are paid for twelve months must work for twelve months.

An unusual occurrence on the campus of the Institute was the death of R. A. West, member of the faculty, at the hands of T. E. Martin, the steward or manager of the boarding department. The board felt that some action should be taken in order to minimize as far as possible the effects of the tragedy on the school.⁴⁸ At this same meeting the board voted to ask T. E. Martin for his resignation and decided to take an inventory of his stores so that he could close his affairs at the school.

The board also moved that the position of steward or manager of the boarding department be abolished. The work was then taken

⁴⁶*Ibid.*, Section 14, 31.

⁴⁷*Democrat-Tribune*, October 29, 1917.

⁴⁸*Minutes of the Board*, June 29, 1917.

⁴⁹*Ibid.*, April 2, 1918.

over by the teacher of domestic science under supervision of the president. This would seem a proper arrangement if the work was to be part of the educational program.

The Board of Regents finally succeeded in doing what it had attempted to do for some time, and that was to elect someone in the place of President Allen. The position was tendered to J. R. E. Lee, principal of Lincoln High School of Kansas City.³⁰ He had not made formal application for the position, it was admitted by members of the board, but it was understood he would accept if elected. When the board met on June 12, Mr. Lee declined in writing to accept the presidency of Lincoln Institute.

Clement Richardson, who was employed at Tuskegee, was then called before the board and asked to tell of his training and fitness for presidency. He was then elected to that position and accepted.

This same board directed the president of Lincoln Institute to invite W. J. Hale, president of Tennessee State Normal and Agricultural College for Negroes, and E. O. Boone, Sr., principal of the colored school at Marysville, to address the faculty and have the Master's Degree conferred upon them. A great deal of business was transacted at this board meeting.

Thus ended the administration of B. F. Allen, who had labored so hard to make this school second to none for the Negro race. His administration, next to that of Page, is still the longest in the history of the school. The impression this able educator made upon the school and the age in which he lived will mark him as one of the great men of the race. He and his work deserve to be better known.

³⁰*Minutes of the Board of Regents, March 18, 1918.*

CHAPTER IX.

FROM INSTITUTE TO UNIVERSITY

IMMEDIATELY upon his election, President Clement Richardson assumed his duties of office. He recommended changes for the improvement of the institution, which concerned the protection of the health of the students. In order to carry out this recommendation a resident physician was to be employed who would have charge of the students' health and the sanitation of the institution. The board was asked to employ a physician from the Negro race.¹ Perhaps the thought underlying this request was that a Negro would be more interested in the work than would a physician of some other race. Medical service is necessary in an educational institution such as Lincoln and it is hoped that it can be broadened so that even greater health facilities will be available in the future.

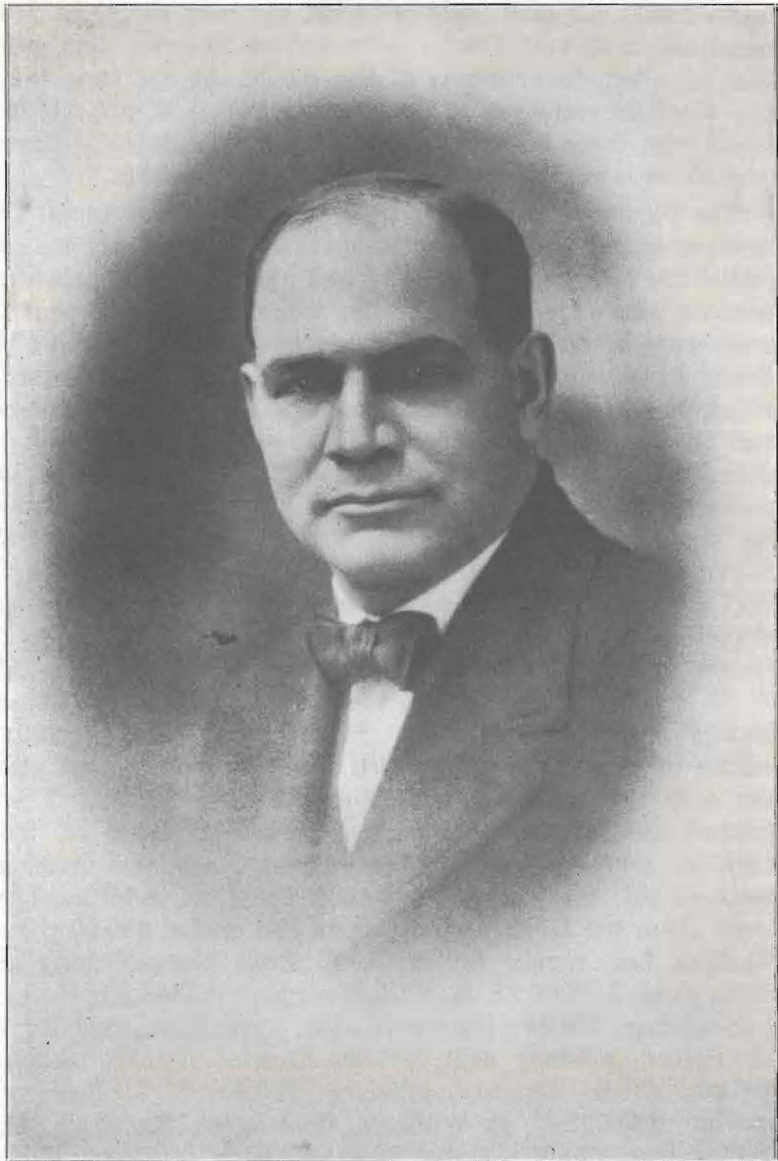
Another innovation with the advent of President Richardson was the introduction of military training.² It was popular at this time and, too, the war had just ended. It is interesting to learn that the school did not take up military training during the war. At the time it was thought to be of great value as a physical exercise in preparing boys and girls for life, but the hysteria of the war did much to place military training in the schools. It was generally thought that land-grant colleges were expected to have military units. That is probably one reason why military training was established at Lincoln Institute at the time.

At this same meeting of the board (August 8) the members considered the establishment of the laundry in a better place and in a better manner. The question had been brought up before, but nothing was done about it because there was no money available for such an undertaking. The building had been set up but it was not properly equipped. There is still a makeshift laundry where the girls do their washing and ironing. Bennett Hall is well equipped with laundry facilities, but still there is no definite arrangement made for the young men.

It was thought that the person selected to teach agriculture

¹*Minutes of the Board, August 8, 1918.*

²*Ibid., August 8, 1918.*



C. RICHARDSON
President, 1918-1922

could also take care of the farm. The board hoped to secure an experienced farmer who could take care of both functions. It was learned that one man could not carry out both functions. It is to be regretted that agricultural development has not kept pace with that of other departments of the school. At one time there were two teachers employed in this department. It is difficult to understand why there is such apathy toward agriculture at Lincoln and why there is not more money expended on the farm.

The faculty as set up for 1919 saw several new faces. The local newspaper said the Board of Regents of Lincoln Institute had completed the selection of a faculty and had set up the salaries of the persons who were to work at the school. It was said that the salaries were better than those of educated persons working in other fields. President Clement Richardson was paid \$183.33 per month which the newspaper thought was a handsome salary, despite the fact that he was called upon to handle details that no other president in the state had been called upon to handle. Other persons employed and their salaries were: I. C. Tull, Dean and Professor of Mathematics, \$135.00; Ethel Robinson, secretary, \$85; William Steward, science and electricity, \$100.00 (it must not be thought that a course was given in electricity, but the person who taught electricity was to make minor repairs in the buildings); J. W. Damel, agriculture; W. S. Jacobs, instructor in education, \$110.00; V. H. Collins, mathematics, \$100.00; T. P. Smith, business and history, \$90.00; Mamie Smith, English and pedagogy, \$90.00. The course in rural pedagogy, which was the same as education, was the only course listed under the title of pedagogy. The course treated the subject matter given in several fields of knowledge such as school hygiene, school management and materials and methods of the various constant subjects. Additional salaries were given to: L. E. Williams, arts and crafts, \$80.00 per month; Beatrice Lee, music, \$80.00; J. E. Rose, blacksmithing and machine shop, \$125.00; J. H. Vailey, carpentry, \$100.00; H. S. Crampton, sewing, \$80.00; Harley Hunter, agriculture, \$90.00; William Herrisford, military drill, \$85.00; Charles Brooks, model school, \$85.00; W. B. Kennedy, tailoring, \$80.00; S. L. Burlong, shoe-making, \$80.00; V. E. Williams, field agent, \$80.00; L. M. Lane, gymnastics, \$70.00; Mabel Hinkins, girls' matron, \$70.00, and Irene Heron, registered nurse, \$70.00. This comprised the faculty of the second year of President Richardson's administration.

The salaries were low, but one thing was impressive and that was the emphasis placed upon the trades. It appears that the whole industrial department underwent an overhauling and enlargement,

especially the industries for boys. There were several reasons for this action. The Negro migrating north found employment in ship-yards, packing-houses, railroad shops, foundries, and automobile factories. In all of these places of employment mechanical skill meant higher wages and an opportunity for promotion. The automobile was just getting underway and was replacing horse-drawn vehicles. Both necessity and ambition drove the Negro youth to demand more industrial training. On the other hand, some trades were rapidly growing obsolete: the blacksmith and the wheelwright were being replaced by the auto mechanic. Trades for boys were increased to offer a more varied selection and to take care of the vocational training of disabled war veterans.

Because of these conditions, it was necessary to change the policy of the school which hitherto had let out most of its work by contract. At the time the Richardson administration took office there was only \$180.00 left in the fund for maintenance and repairs—and the State of Missouri was one million dollars in debt! The late Gov. Frederick D. Gardner was scrutinizing the expenditure of every dollar at every state institution. To get the necessary work done about the school, the trades departments were drafted for many jobs formerly done by contract. This was also the day when projects in vocational education were just getting under way.

Every trade division activity, therefore, was not only a teaching project but an actual work project representing a needed service at the school. The domestic science department was responsible for the management of the dining hall. The department of sewing, whose task had been largely that of setting up exhibits for the school at the State Fair, made uniforms of various kinds for girls and made and repaired window curtains, table linens and dresses. The carpenter shop took over the repairs in the dormitories and about the campus and it built the grandstands and fences at the athletic field, as well as the fences and the tool house on the farm.³

The local newspaper felt called upon to explain the nature of the school to its readers.⁴ It said that the school was designed only for Negro students and provided a higher type of education than they could obtain in the public schools. The school maintained a university course, normal school training, agriculture and mechanical training. It is difficult to see where there was much uni-

³This information was furnished by President Clement Richardson of Western Baptist Seminary, Kansas City, Mo.

⁴*The Democrat-Tribune*, July 19, 1919.

versity work. The school had some college courses but few students were enrolled therein. The catalogue for that year shows only one student in the college in 1920, which reveals the little influence the college had on the student body. The reason is very apparent: by graduating from the normal school the student could secure a life certificate to teach, and teacher-training was the principal work of the institution.

The board changed one of its standing rules. Henceforth, it would be the policy of the board not to employ regularly the wife, daughter or son of a member of the faculty in any capacity whatever, but other relatives might be employed in cases of emergency. This rule was deemed necessary because such employment had brought problems to the administrator. There are many advantages that accrue to the school when it is located in a small town by employing relatives of members of the faculty. Many times the relatives, especially the wife, might be expected to give this service to the school at a much lower rate than some other person.⁵ It was probably necessary that this change be made, but the way was left open so that in case of emergency a relative could be employed. It is difficult to see the reason for the discrimination against the son or daughter, if he or she were as well prepared as others. This practice is carried out in many schools and there seems to be no lowering of the educational standards of such schools.

The president of the Board of Regents made his report to the General Assembly and in it he said that while in a general way Lincoln was fairly well provided for, little had been done in the way of installing modern equipment and improving the means of teaching. Practically nothing had been done to insure the health of the students and teachers. He further said that it was well known that nothing retarded the Negro more than ill health and disease. It should have been said that no school was worthy of being considered an institution of higher learning if it failed to provide health facilities for its students. The board had done what it could with the small means at its disposal. It had been able to equip a hospital room in each of the dormitories, one for girls and one for boys. The rooms were not only used as quarters for the sick, but served as a laboratory for the instruction of nurses as well. The board hoped that a physician would be added to the staff. This body had set forth this idea in 1918, but evidently it did not have the money to carry out what it had approved. The president of the board

⁵*Minutes of the Board, July 11, 1919.*

asked the legislature to appropriate enough money to take care of this recommendation.

The president of the board was of the opinion that the seating facilities at the Institute were unsatisfactory because the chairs, which were purchased at different times and whenever money was available, represented every type of school room seating imaginable. Thus, the rooms presented a bad appearance with this jumble of seats, and such a condition could not have made a favorable impression upon the students and visitors.

The report now chronicled the fact that something had been done toward the establishment of a laundry, but that still much needed to be done. Still, laundry work had to be done in rooms in different parts of the buildings. The president respectfully maintained that the greatest service that could be rendered Lincoln Institute at the time was the establishment of a laundry.

The farm, which had always been a problem to the institution, was particularly so at this time. Up to this time the president of the school had had no control over the farm, stock, produce or land. Though this department was considered as school property, it was occupied by a white farmer who lived on the farm and in the cottage and made his reports direct to the Board of Regents. The school was allowed a plot of land in the creek valley, just across Chestnut Street from the farm buildings, for a garden and for demonstration projects, but neither students nor faculty had anything to do with the farm proper. The legislature appropriated at least \$5,000.00 each biennium for the farm and it was generally believed that the land grant money coming from the federal government was dependent upon the continuance of the farm department at Lincoln. At the first meeting with the Board of Regents after taking office, President Richardson made a special request that the farm be turned over completely to the school, to be run as one of its departments; that, as speedily as possible, it be put to more extensive educational use, and that the produce be consumed in the boarding department. The board approved the general idea, and the school later came into possession of the farm. An experienced farmer was employed under the direction of the superintendent who was the teacher of agriculture. Among the projects was a truck garden, which furnished the school produce for the dining room. The educational features of the farm have not yet been worked out as far as the administrators desired. There is every reason to believe that, in the near future, this will be one of the most dynamic departments of the school.

The low salaries paid teachers was another grave concern of

the president. Further cuts had been made because of the financial stress the school experienced. This was indeed unfortunate, because it came at a time when the cost of living was constantly increasing. There was one ray of hope, however; a small increase had been granted at the beginning of that school year. Several of the teachers, it was said, were holding their positions on sentiment alone, others had been offered higher salaries elsewhere, but preferred to stay at Lincoln Institute because they liked their positions and believed that they would secure greater remuneration later. An even more serious situation confronted the administration and that was the problem of securing new teachers. The type of teacher desired could not be attracted to the institution because of the low pay. It was pointed out in the report that Lincoln had to compete with other schools in securing teachers and that it was almost impossible to secure well prepared teachers in any capacity where low salaries were paid. This was well illustrated by the effort the board had put forth in order to secure a teacher of mechanics and auto repairing for that year and was unable to do so because the type of teacher desired was so well paid in other institutions that none could be induced to come here to fill the most important position in the manual training department.

The problems facing President Richardson and how he overcame them are best told in his own words:

"Acquiring the farm, readjusting the courses in trades and literary departments and pushing the cause for an increase in teachers' salaries, were only a small part of the official's task at this time. The panic that followed the shooting of Coach Romeo West, added to the long period of strife and confusion of which this incident was the climax, had greatly depleted the student enrollment and well nigh alienated the good-will of the colored people of the state. To solve this problem, the president pursued three courses. First, he literally campaigned the state himself, speaking before the lodge and church conventions, and in individual churches and schools. The day of the field agent at Lincoln Institute had not yet dawned; in fact, it dawned some two years later.

"The second course was to send into various parts of the state, teachers, artists and representatives to entertain. Among those who went out in this capacity were Miss Ethel Robinson, reader; Miss Henrietta Johnson, violinist; Miss Beatrice Lee, pianist and singer, and Mr. Caldwell, pianist.

"However, just as soon as the student body admitted it,

student entertainers took the place of faculty members. Citizens still talk of the Lincoln Glee Club of 1919-1922, that made the spring tours about the state. Virgil E. Williams was general manager and booking agent; Jordan E. Rose was traffic manager; James A. Jeffress was in charge of the boys and director of the orchestra. Miss Marie Ford and Mrs. Gladys Humbert were in charge of the girls and the vocal music. Several young men of exceptional talent were developed from these tours. Among those commonly remembered are: E. Douglas, Norman Hubbard, George Bland, Elmer Duncan, "Blue" Bailey and Willie Smith. The school now owned a truck which could be used for passenger service, and a large Haynes car, so the cost of transportation was never a serious hindrance.

"The third agency employed was athletic teams. Lincoln had boasted of good teams before, but the unhappy conditions already referred to had done away with about all the athletic standing of the school. The problem of where to practice and where to play was even harder than finding players and securing athletic equipment. As to equipment it will be recalled that in 1918 athletic fees as a part of college entrance cost were just appearing in school catalogues. Usually the teams and the coach had to finance athletics the best they could. It was so with those first teams of Lincoln of this period. Practice for football was done partly on the campus, on a local strip running parallel to Lafayette Street; and playing was done either on the same spot or in the Ruwart Park when the latter was available. Within a year or two, with W. B. Jason as coach, assisted by James A. Jeffress and W. Sherman Savage, Lincoln had gained back most of her old prestige, defeating her old rival Western University and other teams in the region. Under this regime, several players established a tradition for football prowess for Lincoln. Among them one recalls the name of Pearly, Douglas, Raleigh Wilson, Gant, Robinson, John Kelly, Buddy R. Rankin, Nathaniel Sweets, and Guy and Ben King.

"Basketball, which was just making its way into the Negro schools, was even more difficult to install at Lincoln. Some form of practice, such as passing the ball, was done in the old study hall in the Page building; some was done out of doors. Some of the games were played at the time in the upper story of an old hay barn out in what was known as Houchin's Park. Basketball came well-nigh bringing this administration into

embarrassing circumstances. A warm friendship having sprung up between the city high school and Lincoln Institute, the president of Lincoln secured the consent of the principal and the coach of the city high school to use the latter's basketball court for practice. This practice took place at 6 o'clock A. M., so that the Lincoln boys would be out of the way before the high school opened. On the third morning of the practice the seniors of the high school staged a strike because, as the local newspaper said: 'some colored boys were using the basketball court.' Through these agencies, however, Lincoln was not long in finding her way back into the good-will of the people.

"But no sooner were the students settled down to the new order than other conditions threatened to send them all away again. The winter of 1918-1919 was indeed a winter of discontent for the new administration. The first grave problem was that of supplying food at the price of board and room published in the catalogue—between the time the new catalogue got off the press in early August and the first of November food prices had doubled. There was, too, the governmental restrictions on certain foods. It was the day of the Hoover black bread, the clean plate and the limitations of the quantity of sugar that an institution might use. To have changed prices just as the student body was beginning to feel once more at home would have bred discontent at the very moment when peace and harmony were most desired.

"If the food conditions were troublesome, the heating problem was well nigh disheartening. There were the limitations on the coal supply just as there were on certain food stuffs. But the grave question was how to get possession of even the coal that was allotted to the institution. A strike on the Missouri Pacific at that time threw even passenger traffic from four hours to a day late. People were willing to pay fabulous prices for coal, so that even when the fuel for the school arrived, there was no certainty that it would reach the bins of Lincoln Institute. Early in January, 1919, a sudden freeze and sleet fell upon the town with Lincoln's coal pile exceedingly small, just enough in fact to keep the pipes from freezing. Through some sort of bargaining two wagon loads of coal were secured and directed along Lafayette Street to the hill. Just as the wagons swung out to turn into the Lincoln gates, they were halted by an officer sent by the humane society. Tender humanity for horses forbade the animals to climb that

slippery hill drawing a load of coal. The golden rule which applied so mercifully to the animals failed to take into account the shivering teachers and students whose teeth were chattering up there on the hill. Trucks were rare in those days. The school at that time owned neither car nor truck and its horses and mules would have been subject to the same ruling as those owned by the coal dealers. However, enough coal was hauled to stave off any extreme discomfort for the time being.

"But it was for the time being only. A few days later a message came that two carloads of coal allotted to Lincoln Institute were on the tracks at the station. Immediately trucks were engaged and dispatched to the yard. But when they got there the two carloads of coal had vanished. There were many explanations, apologies and expressions of deep sympathy but no coal. The one probable explanation was that the coal contractor had received a much higher price than that at which he had bargained to supply coal to Lincoln Institute. The full force of all this fell upon the school on a Sunday morning. Immediately the hour for rising was extended into mid-forenoon. A heavy and hot breakfast was scheduled when the students and teachers did get around. The president called several hardware stores and succeeded in getting to the hill several wood stoves and a supply of axes. The wood stoves were distributed over the buildings wherever there was a chimney. As soon as breakfast was over a squad of volunteer students, under the leadership of V. H. Collins, set out to the woods to cut wood for the heaters. Classes were so organized that each was able to assemble about one of these heaters. News of the fuel situation was getting abroad, a number of parents came and others wrote for their children to come home. But the young folk declined to go, seeming rather to enjoy the adventure.

"The last blow of this winter was yet to fall. As soon as the cold spell broke and it was of course then possible to buy coal—a flu epidemic fell upon the campus. The hospital rooms in the dormitories were occupied by the student patients. Certain rooms in the president's home were set aside for the sick teachers. Miss Irene Heron was general supervising nurse of all the patients and with student assistants was special nurse for the students. Mrs. Richardson was a special nurse for the teachers confined in the president's home. Burning sulphur lamps and spraying with formaldehyde were among the first order of each day. Nobody died during the epidemic. Many

accounted for this by the fact that throughout the ordeals of this winter the morale of both faculty and students was exceedingly high. The loyalty and good cheer of the student body are subjects of comment to this day by those who were at Lincoln in 1919."

The Memorial building of Lincoln Institute was visited by fire during this period and thus it was necessary for the board to ask for funds for its restoration. The damage would have been greater if it had not been for the aid the students gave the fire chief. School was out of operation for only one day. There were, however, many repairs to be made. The whole electric lighting system needed overhauling, and the president made a plea for an improved electric lighting system. A thought was expressed by some that the school buildings should be insured. They were not insured because the state does not insure its buildings. The tower on the building ravaged by fire was in need of immediate repair because it was here that the greatest damage was done. Memorial building presents a different appearance today from that of several years ago, because of the destruction of this tower.

These recommendations, as they were laid before the legislature, covered the complete needs of the institution.

The treasurer's report was the general report made by such officers; it showed how much money had been received and how it was disbursed.* No recommendations were made by him because his sole duty was to set forth the use to which the money had been put so that the legislature could see how the funds were expended. The accounts came out even; just the amount appropriated was expended. The administration was able to keep within its appropriation, even though it meant curtailing service and reducing salaries.

The legislature responded to the plea of the board and increased many of the items in the appropriation. The salary list for teachers and officers was raised to \$60,100.00, an increase of \$15,000.00 over the previous biennium, but it was still inadequate, and little could be done towards raising salaries. The support was \$37,100.00; expense of the Board of Regents, \$2,000.00; laundry building, \$10,000.00; repairs, \$20,000.00, and agriculture department, \$7,500.00. The total for all departments for the biennium was \$136,700.00.[†] There was also a deficiency measure to cover bills against Lincoln in the office of the state auditor. They amounted to

**Appendix of Senate-House Journal*, III., 50th General Assembly.

[†]*Laws of Missouri*, 1919, 94.

\$1,618.37, which the state paid.⁸ The legislature had now omitted the restriction carried in past years in appropriation bills to the effect that persons spending money in excess of appropriations would be held personally responsible for any such sum. With such a restriction an administration would curtail or omit work entirely in order not to violate this provision.

The appropriation for the repair of the main building was not in the general appropriation, but was made by a separate resolution. The president received a letter on February 22, 1919, in which the secretary of the Senate said that a concurrent resolution had been offered and adopted by the Senate and had been concurred in by the House of Representatives. The resolution said that one of the school buildings of Lincoln Institute was partially destroyed by fire during the last biennial period and that at a joint meeting of the appropriations committee it was decided to approve an appropriation of \$5,000.00 for the repair of the building. It was further directed by the committee that the state auditor be requested to audit, and the state treasurer be requested to pay claims for carrying on such work pending the passage of the regular appropriations act.

The General Assembly assured the officers of Lincoln Institute that before adjournment an appropriation would be made of at least \$5,000.00 for the repair of the building.⁹ With this assurance, the board employed F. B. Miller, an architect of Jefferson City, to draw plans and specifications for the repair and restoration of the building. It was found the tower could not be restored, so the building does not have the same lines now that it did when it was first built. After restoration there was no flag pole, and so, for several years, no flag flew over the campus.

During the meeting of the legislature, the governor presented to the Senate the names of two new regents. They were Judge E. M. Zevely of Linn and Samuel Daniels of Versailles.¹⁰ The regents of Lincoln Institute, unlike those of other state normal schools who had to be selected within their respective districts, could be appointed from any place in the state. During this period the school lost one of its veteran regents, William F. Chamberlain, who had labored hard to make the school a success.

President Richardson presented the names of those who had finished the course and had been recommended by the faculty for certificates. Those who had finished the full course were to gradu-

⁸*Ibid.*, 66.

⁹*Minutes of the Board*, February 22, 1919.

¹⁰*Democrat-Tribune*, January 25, 1919.

ate with the degree of Bachelor of Pedagogy and a certificate to teach for life in the elementary schools of Missouri. This work was for only sixty hours and most of it was in Education. The only subjects which could not be counted as educational were English, ethics and freehand drawing.¹¹ There were fifteen recommended for degrees and certificates. The president also recommended eighteen for graduation from the half course which embraced the first year of the full course. These graduates were allowed to teach in the elementary schools of the state for a period of two years and then they could renew their certificate once for a like period. After that further study was required to keep the certificate in force. In this way teachers could secure enough work in the summer schools to qualify for a life certificate. The president also recommended twenty-five graduates from the high school.¹²

The first commencement exercises under President Richardson's administration were rather elaborate. It seems advisable to describe them in detail in order to acquaint the public more fully with the manner in which they were observed at Lincoln Institute. The baccalaureate sermon was delivered by the Rev. W. Bohner of the Presbyterian Church of Jefferson City. On Monday, at three-thirty the model school had its closing, which was a custom then followed by all schools regardless of the size. Such a proceeding, it was believed, would acquaint the student who planned to teach how a school closing should be held. At eight-thirty o'clock Monday night, the senior high school had its closing day exercises. It is still customary in some places for schools to keep up that practice. The junior normal school rendered a Shakespearian play, *Midsummer Night's Dream*. The junior normal was the first-year normal and classes in teacher-training were called junior and senior normals. The school was open to visitors for inspection from nine to ten o'clock. At two-thirty on the same day military drill was held on the campus, followed at three-thirty by a physical education exhibition participated in by the classes in physical education. That same evening at eight-thirty o'clock the senior normal school held class day exercises, while Thursday was set aside as industrial day. There were to be demonstrations from the various trade classes in order to acquaint the public with what was being done in these departments.

The afternoon of Thursday was set aside for the alumni association, at which time it held its business meeting, a program and the annual banquet. Friday was commencement day when the de-

¹¹*Annual Catalogue of Lincoln Institute, 1918-1919, 27.*

¹²*Minutes of the Board of Regents, June 6, 1919.*

grees and certificates were awarded to those who had won them. This exercise was to be held at ten o'clock and the speaker was R. H. Cole of St. Louis.¹³ At the same time this very elaborate program was in progress examinations were being held, and one wonders how everything could have been done so well under such conditions. Thus the first regular year of President Richardson's administration was brought to a close.

The summer school, after having been discontinued for several summers because of a lack of interest on the part of students and because other institutions offered credit-bearing work for teachers, was re-established under the administration of President Clement Richardson. The summer school of Lincoln Institute for the year 1919 had an enrollment of 105 students, said to be the largest of any summer school in the history of the institution. (The largest number enrolled at any previous summer school was 60.)¹⁴ Teachers constituted a large part of the summer enrollment, 60 being in attendance from various sections of the state. The others were regular students who were making up work or those who were doing work for advanced classes. These teachers and students were taking the same courses as were given during the regular school year, such as domestic and industrial arts and literary and educational subjects. Since 1919 summer sessions have been held regularly each year at Lincoln with constantly increasing enrollments.

The Board of Regents was conscious of the fact that the salaries paid teachers at Lincoln were far too low and really inadequate to meet the needs of residence in a capital city, where the cost of living is always higher than in other cities of the same size. The salaries were lower than those paid in the high schools of St. Louis, a condition which still exists. The board decided, among other things, to ask for a larger appropriation for salaries, in the hope that it could pay the heads of the departments \$2,000.00 per year, which would still be low, but, nevertheless would represent an increase of \$300.00 for those members.¹⁵ The board, in assuming this position with respect to increased salaries, was acting upon a recommendation to that end made by the president of the school in his report to the board. His first recommendation was for higher

¹³*Democrat-Tribune*, June 2, 1919. The commencement day is given as Thursday in the catalogue, but this paper gives it as Friday. It was held on Friday until a few years ago. It made the time so long for those persons who came to see their children graduate that it was thought advisable to place commencement nearer the baccalaureate.

¹⁴*Democrat-Tribune*, July 8, 1919.

¹⁵*Minutes of the Board of Regents*, July 29, 1920.

salaries for the teaching force, which showed his interest in the welfare of the teachers who served the school. He also asked for a teacher of economics and sociology. It had been the custom in this school, as it had been in many others, to assign those subjects to any teacher on the faculty who did not have a full schedule; sometimes it would be an art teacher, sometimes a teacher in commercial subjects. Up to this time there was no person trained in those subjects who had charge of them exclusively. President Richardson observed this need from the first. He asked for further increases in the personnel by the addition of a matron and a janitor. The number of female students had increased, and it was necessary that they be properly supervised, hence the recommendation for increased personnel. Another janitor was needed in order that the buildings and grounds be properly cared for. The final need stressed with reference to enlarged personnel was that of a bookkeeper in order that all the business of the school might be transacted in one place.

The president recommended that the main building, which was erected in 1895 and which was considerably out of date, be remodeled and repaired. He said that it could be made serviceable if enough money could be secured to remodel it properly. The repairs would be extensive, including new floors, seats and desks; new walks and new fences were to be a part of the recommended repair program. It was also asked that the home of the president be converted into an infirmary because it was handy to the streets and to the campus and because of the arrangement of its rooms which made it ideal for such a purpose. However, noise from the campus was a factor to be considered in this connection. It is evident that the president's home is much too close to the campus and because of that proximity he is constantly confronted with school work. The president's home should be far enough away so that he could relax more effectively when he was not at his desk.

President Richardson asked for an extension of the buildings and a new dining hall, because the one then in operation was much too small. The meals for three hundred had to be prepared in a kitchen eleven by fifty feet in size with a dish room ten by thirty feet and a dining room thirty-three by sixty feet. He said that, by all the laws of decency, this space should not have seated more than 168 persons. There were more girls than that boarding in the Institute alone! It was recommended that a structure be built that was large enough to accommodate 1,000 students in the dining room, and to provide for the teaching of domestic science. This recommendation was based on the idea of the old dining hall where every

student had to have a seat; however, in a cafeteria, things are different, and a much smaller building will accommodate several thousand students because they do not all come to dine at the same time.

There was also a need for a new dormitory, according to the president, because there was no place for the students to live in a small town like Jefferson City.¹⁶ One of the problems which still confronts the institution is adequate dormitory facilities. The school can grow no faster than do its dormitory facilities for housing students. The report by the president was rather comprehensive and showed how well he understood the needs of the institution.

An identical report was made to the Tax Commission so that it could shape up its figures for carrying out this program. He set forth his reasons to the commission in support of his program as he did before the board. He asked, through the board, for an appropriation of \$504,812.00, which was a startling amount.¹⁷ If such an appropriation had been granted, the struggle of this school in trying to complete its building program, at the present time, would have been over. However, such a large appropriation was not made, but a larger appropriation was made than had been made for the school for some time.

At its meeting in June the board raised the salaries of all the teachers in sums ranging from ten to thirty dollars per month, an act which indicated the policy of the board and the administration in that matter. It is interesting to note that the faculty list contained the name of W. B. Jason, who was serving the school for the first time and who, at this writing, was the acting president; other positions which he has held have been those of professor of mathematics, dean of the college and president.

In the minutes of the Board of Regents for 1920 will be found a report of the secretary of the board. This position had been held in the same family for many years. The incumbent, Secretary Burch, had served in this capacity for twenty-three years, and before that he had helped his father keep the records of the institution (this may account for the good shape in which they were kept). The most important record one desires to consult in writing the history of a school is the record of the minutes of the board. All other records, such as faculty minutes, presidents' reports, reports from deans and professors and the school papers, are gone.

¹⁶*Minutes of the Faculty*. These minutes are not now available; since they were read, they have been lost.

¹⁷*Unpublished Minutes of the Faculty*, June 15, 1920.

The secretary began his report by saying that he had seen presidents come and go and that during his tenure of office he had seen four presidents and two acting presidents in office. He further said that Negroes as a whole knew nothing of finance, that the operation of the school could not be turned over to Negroes because they "had to be watched." This was the typical philosophy of the South, but nevertheless it certainly does give the idea that the Negro was careless in financial matters. It seemed as though the one way to prove that the Negro was not capable of handling financial matters was by not giving him the chance. The author is familiar with this argument in connection with Howard University when he was a student there. It was said Howard could not get financial support if the school were in the hands of Negroes. At that time both the president's office and the business office were in the hands of whites. Then it got only pocket change compared to that which it receives now. It is taking its place among the best schools of the nation under the management of Negroes. The very work that Secretary Burch said Negroes could not do is now being done well by a Negro, in the person of I. C. Tull, the present business manager, who handles more money than was ever entrusted to Secretary Burch to handle. There is every reason to believe that Secretary Burch had not come in contact with enough Negroes to know of their capabilities.

Secretary Burch's last recommendation was that the secretary be made purchasing agent and be allowed to set up an office in one of the stores of the city where it would be convenient for him to do his work. He thought the salary should be not one cent less than \$900.00 per year. He resigned because he found the work overtaxed his health, which was not good. This report excites interest because one so rarely finds a secretary who gives his views concerning the organization which he serves. On other scores, too, the report is rather interesting.¹⁸ It is one of the few documents dealing with the school in which the attitude of a white man who had to work with Negroes is expressed.

The board passed a resolution commending the work of Nelson C. Burch and the faithful manner in which he had kept the minutes and hoped for him a speedy recovery. In his place they elected Edson Burch at a salary of \$50.00 per annum and as clerk of the executive committee his salary was not to exceed \$400.00 per annum; thus another Burch became secretary of the board.¹⁹ The board was exacting about the manner of the keeping of records;

¹⁸*Minutes of the Board of Regents*, May 27, 1920.

¹⁹*Ibid.*, June 24, 1920.

they had to be kept in such a way that any citizen of the state could look over the minutes and find out what transpired at any meeting.

President Richardson, in his report to the board and to the Tax Commission, asked for more land for athletics. The board took an option on the Ruwart land near the Institute at a price of \$27,000.00 if the transaction were consummated within four months.²⁰ This land deal caused considerable comment, as we shall see later, but for the present it is only necessary to mention the land and where it was located.

The legislature met in 1921 and passed much legislation that was favorable to Lincoln; so much so that it made this period stand forth as one of the greatest in the history of the school. The legislature had a Negro as a member of that body for the first time. He was Rep. Walthall M. Moore of the Sixth District of the City of St. Louis. He introduced a bill to reorganize the work at Lincoln Institute so as to provide educational opportunities for the benefit of the Negro race. This act repealed all acts and parts of acts dealing with Lincoln Institute. The greater part of the change came in the Article XVII, Chapter 102, of the Revised Statutes of Missouri, 1919, and all acts or parts of acts inconsistent therewith were repealed.

This act changed the name of the school from Lincoln Institute to Lincoln University, making it identical with the name of an institution for Negroes located in Pennsylvania, which, at that time, was much better known. On the other hand, its old name caused it to be confused with Lincoln Institute in Kentucky. The name Lincoln Institute probably suited it better than Lincoln University, or it might have been more aptly named Lincoln College. All the work that was to be given for several years to come might have been given under that name, but the name Lincoln University was probably given in the hope that is what it would become.

The control of the new school was to be vested in a Board of Curators to be constituted as follows: The State Superintendent of Instruction, ex officio, and eight members, at least four of whom should be Negroes. There was to be no restriction as to residence except that all appointees should be citizens of Missouri and should reside within the state. It is not clear why the Superintendent of Public Instruction was placed upon the Board of Curators because no such arrangement is found at the University of Missouri, the regulations of which, it is evident, were used as the standard.

²⁰*Minutes of the Board*, April 29, 1921.

This probably was done in order to provide an educator as a member of the board because in many cases, the superintendent has been the only school man on the Board of Curators and as such has acted as a guide for that body.

The board was further authorized and required to reorganize said institution so that it should afford to the Negroes of the state opportunities for training up to the standard furnished at the State University of Missouri wherever that was practicable and necessary. The necessity was to be determined by the curators themselves. The assumption was that the curators would be so observant that they could easily see the needs of the school. They were also authorized to purchase additional land, erect buildings and buy equipment to carry out the demands made upon them. They were to locate in Cole County the various units of the school which, in their opinion, would most effectively promote the purpose of the act. It is difficult to see how the university can establish a medical unit in a city like Jefferson City for the reason that the Negro population is small. This has not created a problem for the reason that, up until this time, nothing has been established which could not be done here. It may bring a real problem in the future when the legislature will no doubt be called upon to make an exception so that these departments can be properly located.

As soon as possible after the passage of the act, the governor was charged with the appointment of four curators who were to hold office until 1923 and four who were to hold office until January 1, 1925. It is strange that the terms of curators of Lincoln University were so different from those of other state schools. (The regents and curators of these schools are appointed for terms of six years and must be, as nearly as possible, not members of the same political parties.²¹) It might have been an oversight on the part of Rep. Walthall M. Moore, who was serving his first term in office or it might have been thought that the board could function better by frequent changes upon it; whatever the fact, the board was set up differently from those of other state schools. The board was to be organized after the manner of the board of the University of Missouri and enjoy the same privileges as that board, except as otherwise stated in the act. With the organization of the Board of Curators, all authority which had been exercised by the Board of Regents passed to the Board of Curators. It is unfortunate that the statutes governing Lincoln University were not written out in full, because it is evident that the operation of Lin-

²¹*Revised Statutes of Missouri, 1929, Vol. II., Sections 9616-9617.*

coln University is different from that of the University of Missouri.

The framers of the law realized that, despite its bright outlook for the future, Lincoln was not at that time, nor is it at the present time, ready to give its students the opportunities which the state university furnished. It was provided that, pending the full development of the school, the Board of Curators should have the authority to arrange for the instruction of Negro students of the state at any university in any adjacent state where courses were desired which were offered at the University of Missouri but which were not offered at Lincoln University. This was not to act as a deterrent to the curators in the establishment of any department or school they thought wise and desirable, and this provision is still in operation. A recent ruling interpreted "adjacent" as any one of the states in the midwest.

The last provision of this epoch-making law was the appropriation of an extra \$500,000.00 from the unappropriated school fund in order to carry out the work which had been provided for in the statutes. This was to cause trouble later, but for the moment all seemed well. It looked now as though the school were getting started and that it was getting the help it needed from the state. Negroes had a feeling that at last the state was providing them with the same opportunities for an education that had been provided for the white students of this commonwealth.²²

The legislature was called in extra session by the governor for the purpose of solving some of the pressing problems of the state. It lasted from June 14 to August 3, during which time many things came before it. Lincoln University had a new bill which sought to adjust some of the things that were passed hurriedly in the regular session. There was a change in the Board of Curators. While the old bill called for eight members and the State Superintendent of Public Instruction, the new bill provided for six, and no fewer than three of these had to be Negroes. As in the old law, there was to be no restriction as to residence or politics so long as the curators lived in the state.²³ It would seem that a restriction as to the politics of curators would have been one of the best aids to the school as it had been for the state teachers' colleges. The organization bill remained in all other ways just as it had been passed in the regular session. It was probably felt that such a board would be too large. There were no other changes at the time.

Aside from this reorganization, which took the spotlight, there

²²*Laws of Missouri, 1921, 51st General Assembly, 86.*

²³*Laws of Missouri, 51st General Assembly (Extra Session), 75.*

were other things done for the school in the regular session which did not get so much publicity. The amount of money provided for the operation of the school was \$329,000.00 for salaries, support and the like. There were new items in this appropriation or, if not new, made especially for this year. A grant of \$60,000.00 was made to improve the property then in hand which was greatly in need of repair and for renovating the main building and repairing the dormitories. For the purchase of land including that to be used for athletic and dormitory purposes, \$30,000.00 was appropriated. This purchase enabled the school to expand and permitted the administration to move the dormitories some distance away from the academic buildings. There was also provided a new dormitory for young men.²⁴ The appropriations for the school during this session of the General Assembly were greater than ever before.

The Board of Regents bought the Ruwart land. Considerable criticism was occasioned by the purchase because it was generally felt that the price was too high. It was brought up in the extra session of the legislature and a committee was appointed to investigate the conditions under which the land was purchased.

The committee recommended that a suit be filed to set aside the sale. The investigation showed that in January, 1921, an option had been taken on the land by one of Jefferson City's prominent citizens for \$18,000.00, but the board purchased the land for \$27,000.00, showing a difference of \$9,000.00, which went to some one.²⁵ The investigation did not reveal any wrongdoing. Possible eventualities were that the option may never have been exercised; that the property did increase in value within four months to the extent of \$9,000.00, or that the owner sold it for all the traffic would bear. The Attorney General appointed David W. Peters, former prosecuting attorney for Cole County, to investigate the sale. He recommended to the Attorney General that a suit be instituted to quash the deal.

Governor Hyde, acting on the recommendation of the legislative committee, appointed a committee to look into the land purchase and addressed a letter to the Attorney General advising him to file suit. The governor voiced the opinion that the land was not worth more than \$10,000.00. If his appraisal was correct, the state had paid \$17,000.00 too much. Attorney General Jesse W. Barrett addressed a letter to the Board of Curators of Lincoln University advising them to tender back the title to these eighteen acres to

²⁴*Laws of Missouri*, 51st Regular Session, 65.

²⁵*Democrat-Tribune*, September 15, 1915. The option was held by the President of the Central Missouri Trust Company of Jefferson City, Missouri.

W. H. Ruwart from whom it was purchased for use as school property. The attorney general indicated in his letter that he would institute suit in the Cole County Circuit Court to recover the amount paid for the land and take such other action as the evidence might justify.²⁶

The board called a meeting in order to consider this matter, at which it was expected Governor Hyde would appear. The business before the board was to take up the suggestion of Attorney General Barrett and to determine if suit should be filed. The local newspaper said that the first step necessary was for the curators to tender back to Ruwart the title to the property. The Governor had stated officially that the land was not worth more than \$10,000.00, which made it almost mandatory upon the curators to try to get back the money which had been spent. This suit could not be instituted until the deed to the property had been tendered back to Ruwart.²⁷

When the board met in October, it was notified that ground existed for a revision of the title to the land known as Ruwart's Park. The matter of rescinding the action of the Lincoln Institute board in purchasing the land adjoining the Institute grounds was taken up and, after considerable discussion, it was decided that the board's attorney, Mr. Rombauer of St. Louis (who was one of the members of the board) should get in touch with the Attorney General, ascertain the facts from a legal standpoint and report to the afternoon meeting, so that the board could decide whether it would tender back the property to its former owner or not. It was finally agreed that the title to the land should be returned and a demand made for the return of the purchase price.²⁸ The officers of the State of Missouri were to take over the matter at this point. A suit was filed in the Circuit Court of Cole County, but a change of venue was taken to the Circuit Court of Audrain County. Judge Gantt who presided at the trial said the state had failed to prove fraud, and a verdict was rendered for W. H. Ruwart, which brought to a close the effort of the state to recover the money paid for this land. Since that time the school has been using the tract as an athletic field.

The change of the name and style of the school caused some inconvenience. When the bill passed changing it from Lincoln Institute to Lincoln University it did away with regents of Lincoln

²⁶*Ibid.* A news item shows the interest which the state officials were taking in this matter.

²⁷*Democrat-Tribune*, October 5, 1921.

²⁸*Minutes of the Board of Curators*, October 6, 1921.

Institute, but no curators were appointed until after the extra session. During the interim the school had no board of control and could not do any business. The teachers were not paid for several months, thus causing some inconvenience. At the initial meeting of the Board of Curators in August, a resolution was passed that all salaries due teachers be paid at once.²⁹ Even this was not sufficient, because a means had to be set up for paying them. It was not until after September 1 that the teachers were paid their back salaries. This worked a hardship on them, especially those who had planned summer vacations.

At the same meeting, Dr. Edward Perry, an outstanding surgeon of Kansas City, had been appointed a member of the Board of Curators. He was interested in the health of the student and in a preparatory course in medicine. He suggested that arrangements be made for a pre-medical course and that equipment be purchased for it, but nothing further was to be done until a competent person could be found to teach such a course. Thus the interest of the members of the Board of Curators in the work of the school was demonstrated from its very first meeting.

The board named a committee to set forth the objects of the school and also a committee on education, a pre-medical course, a polytechnic school, a junior and senior high school and a highly developed course in music and graduate courses leading to the master's and doctor's degrees.³⁰ This action by the curators demonstrated that they had in mind the full development of the school and that they planned to do that which was specifically directed by the act creating the university. The junior and senior high schools are probably still needed for the department of education. They probably would serve as a state high school, but they never would be large for the reason that the sections from which the school previously received many of its high school students have now developed their own schools and the number of students received from other states is smaller than in the past. The belief prevails, therefore, that the high school will remain small for some time. The other objectives of the board maintain their importance, but they have not yet been achieved. The liberal arts college has been developed, but there is always room for outstanding teachers and the enrichment of the course. The school of music has not been developed, but it is hoped this will be done. The writer thinks one of the great contributions which can be made by the institution

²⁹*Minutes of the Board of Curators*, August 4, 1921.

³⁰*Ibid.*, November 29, 1921.

is in the development of a school of music. The other schools are in the process of development.

The curators planned to erect an educational building in order to carry out its building program and secured the services of an architect to draw the plans and specifications. By this action, the board incurred some indebtedness. When a bill for its payment was presented to George Hackmann, the state auditor, he turned it down on the ground that there was no fund from which the money could be paid. There was no such fund as an "unappropriated school fund," since the school money was required to be distributed at certain intervals of the year as required by law. This was a great surprise and a disappointment to the Negroes of the state. The board was called together to see what could be done about the holding up of the \$500,000.00 by the state auditor. It was agreed that the board would institute proceedings in the State Supreme Court, or institute other appropriate proceedings, to release the money.³¹ The Board of Curators employed George V. Berry, an attorney of St. Louis, to represent it. He sued the state auditor for the release of the \$500,000.00, which had been held up. It was a friendly suit and brought for the purpose of determining the legality of the act under consideration.³²

This case, Lincoln University vs. George E. Hackmann, state auditor, was brought to the Supreme Court as an original case. The contention was that the \$500,000.00 had been appropriated to Lincoln Institute for the purpose of making it a university. It was further contended that the board would be embarrassed, because it had taken the appropriation in good faith and, in so doing, had contracted obligations. It was also contended that it would work a hardship upon the Negroes in the state who were entitled to the same educational opportunities as other groups. The opinion was written by Judge Edward Higbee. The question before the court was: "Could the legislature appropriate money out of the unappropriated school fund?" The opinion held there could not be an appropriation from an unappropriated school fund because no such fund existed in this state. Therefore, the amount drawn to E. C. Jamson for architectural service in the sum of \$4,287.40 was improper and Hackmann was correct in refusing to pay it.³³ Thus terminated the effort to establish new departments and to reorganize the course of study, because there was no money available for the work. The Attorney General had ruled that the slip was evidently

³¹*Daily Democrat-Tribune*, May 13, 1922.

³²*Minutes of the Board*, May 8, 1922.

³³*Missouri Report*, 295, 119; *Southwestern Reporter*, 243, 320.

an oversight on the part of the legislature. *The Daily Democrat Tribune* said that Hackmann won despite the ruling of the Attorney General.³⁴ This showed the sentiment of this paper in the capital city where the school was located. This newspaper had said earlier that the Negroes of Missouri would wait a long time before \$500,000.00 was taken out of the revenue of the state in order to change Lincoln Institute into Lincoln University. The editor continued to make this a party issue. He said the Republicans gave the Negroes a gold brick by giving them an unappropriated school fund and then appropriating every dollar in the treasury. He thought the Negroes probably liked to be "flim-flammed" by the Republicans.³⁵ This was more or less the attitude in the state at that time. It probably never was the intention of the state to give that much to Negro education, but the question had been tied up with partisan politics, because both parties had promised to appropriate money for the educational development of Negro schools. It was fortunate in later years that the attitude in the state toward appropriations for Negro education changed to one of honest and earnest concern.

The summer school was changed from five days per week to six days per week. The reason for this change was to enable one to do ten weeks' work in eight and to give the teachers who conducted the school a longer vacation. All of the teachers who worked were employed twelve months each year. That policy has since been changed because it was too much of an ordeal for most of the teachers who came here to study after a year of hard work; hence, a return to the five-day week and the eight-week session.³⁶ The expense of the summer school was very small. The tuition was three dollars for the period and the cost of board per week was \$3.50. All persons living in the dormitory were expected to furnish their own bed linen, towels and quilts. The system of the student furnishing his room was then in vogue, and it is still partly in vogue here. In 1922 the summer school closed on July 29 instead of August 3, as it was scheduled in the catalogue, for the reason that the students, who made this request, could go home for the primaries. The persons who made up the summer school were mostly teachers who were of voting age. The administration granted this request for the reason that it seemed reasonable. The work could not be made up, however, because all the Saturdays were taken up with regular classes.

The school, as a result of its expanding program, now reached

³⁴June 21, 1922.

³⁵*Ibid.*, May 2, 1922.

³⁶*Minutes of the Faculty*, June 1, 1921.

across Atchison street. There was the fear that the city might decide to put the street through. In order to prevent this, the board proposed to the City of Jefferson that if it would vacate Atchison Street, between Chestnut and Lafayette Streets, the University would be willing to allow public utilities to cross the campus.⁷⁷ This right was deeded to the city at the meeting May 8, 1922. During this era of expansion it was desired to keep the school land from being cut up by city streets. The board passed another regulation to the effect that the school lands were to be posted with notices warning hunters not to trespass thereon, and it was up to the president to see that this regulation was enforced.⁷⁸ Such a regulation was considered advisable because the lives of students working on the farm might be endangered by hunters.

Despite the splendid work which had been accomplished by President Richardson and the changes for its betterment which had taken place during his period of service, the Board of Curators thought someone else should be entrusted with the administration of the school.⁷⁹ The board notified President Richardson that his services were no longer needed, but that it would, however, give him a hearing if he desired it. To offer the president a hearing after his dismissal had already been decided upon was a strange procedure, to say the least. In order to give the action of the board a better face, it was deemed advisable to afford the president a "hearing," so that he might present his side of the case. The board ought to follow the policy of the courts in considering a person innocent until he is proven guilty; but that practice was not used in this case.

A delegation of students was given permission to appear before the board. The spokesman for the delegation was Mr. Harley Davis, a student of the senior high school class. The burden of his plea was for the retention of President Richardson as head of the University because of the fine work he had done and because the students desired it. After Mr. Davis finished his appeal, the president of the board, Mr. Kirchner, talked to the delegation and assured them that whatever was done would be done in the best interests of the school.⁸⁰ This plea was made before the board decided to notify the president that his services would no longer be needed.

It now devolved upon the board to secure a president. It was

⁷⁷*Minutes of the Board*, April 26, 1922.

⁷⁸*Minutes of the Board*, July 22, 1922.

⁷⁹*Ibid.*, April 25, 1922.

⁸⁰*Ibid.*, April 26, 1922.

decided to employ a president, but his salary was to be not more than \$4,000.00 per year.⁴¹ The committee on teachers was authorized to incur such expense as it deemed necessary in order to get first-hand impressions of candidates. The board wanted to secure a high class man who would be able to develop the school, but it was handicapped for funds when it lost the \$500,000.00 appropriation because it could not now offer an attractive salary. The salary they offered for the position was exactly the same as the maximum salary paid a teacher in the high schools of St. Louis. It was \$2,000.00 less than the salary paid principals of the high schools there. This salary situation has hindered the development of the school, and, as a consequence, it has had to develop its teachers instead of attracting outstanding teachers from the outside, as any progressive university must do.

On May 8, the secretary of the board was directed to get in touch with Dr. I. E. Page of Oklahoma City, to see if he would accept the presidency of the University. The matter was turned over to Professor Crissman, as chairman of the teachers' committee, and he had carried on all the correspondence with prospective presidents. When the board met on July 25, 1922, Doctor Page was elected president—though not the unanimous choice of the board⁴²—at the same salary President Richardson had received. He was fond of saying, jokingly, that when he first came to the institution, the board considered him too young and the last time the board considered him too old, so he had made observations on both sides of the question! He was notified to appear before the board at its meeting on July 31, 1922, which was to be held in Jefferson City. The meeting at which he was elected was held in Kansas City.

At this meeting of the board, President-elect Page was invited to make a statement of policy and the board explained to him its plan for the University. He was authorized to assign teachers where their service seemed best suited. This, of course, the president had the privilege to do, even though this authority had not been granted specifically, for the reason he had been elected head of the administration.

President Richardson was given a leave of absence for the remainder of the term, that is from July 31 to August 31.⁴³ The teachers were not elected until this meeting which was extremely unwise for the reason that, if a teacher were not re-employed, there

⁴¹*Minutes of the Board*, June 14, 1922.

⁴²*Ibid.*, July 25, 1922.

⁴³*Minutes of the Board*, July 31, 1922.

were then few jobs available. The delay was occasioned by the failure to settle the question as to who would have charge of the administration. One wonders what difference that would make since the incoming president was in no position to select a faculty and would not be for a year. The catalogue was not printed until after the summer school closed. A group of teachers was asked to do that work before going on their short vacations. About the only purpose a catalogue published at such a late date could serve was to show the students who had come to the school what courses were offered; by this time, students who were in doubt as to the school they would attend had already made up their minds.

The Daily Democrat Tribune had the following to say about the election of President Page as head of Lincoln University: "Prof. Inman E. Page, former president of Lincoln Institute, was elected to succeed Prof. Clement Richardson. Professor Page is now seventy years of age and was for many years president of Lincoln Institute. For a long time Doctor Page had been looked upon as the candidate likely to be chosen by the Lincoln University Board of Curators, as he was known to be favored by R. L. Logan, secretary of the board, and by Walthall M. Moore, who sponsored the bill which converted the name of Lincoln Institute to Lincoln University, and who has since exercised a considerable amount of control over the affairs of the school. Doctor Page, it was rumored, was twice before summoned to Missouri to be elected, but for some reason the election was not effected. He was said to be favored by Governor Hyde with whom it was reported he had two recent conferences at Jefferson City. Besides filling the presidency here he had filled that position in Langston University, Oklahoma; Western College, Macon, Mo., and Roger Williams College, Nashville, Tenn. He was retired from the last named institution in 1920. He was actively engaged in campaigning for the Republican party in the fall election of 1929." This gives the local reaction to the election of President Page. The president went on with his work of making the school a very dynamic institution.

At this time an effort was made by war veterans' organizations to have educational opportunities set up at Lincoln for disabled ex-service men. A request was sent to the school which had for its purpose the working out of a plan whereby an agreement could be entered into between parties, the Veterans' Bureau and the schools. The request to Lincoln University had come from C. G. Beck, representative of the Veterans' Bureau. A resolution was

"July 26, 1922.

passed by the Board of Curators which directed President Page to enter into an agreement with the bureau whereby these disabled ex-service men could enter the school. A copy of this resolution was sent to Mr. Beck.⁴⁵

The money for salaries had been expended and there was a danger that the teachers would not be paid. The board felt that it would be better to borrow money for this purpose than to have the teachers and workers inconvenienced. The secretary of the board at this meeting reported to that body that an arrangement had been made to pay salaries by borrowing money; there was nothing else that could be done because the salary fund was completely exhausted.

The most significant thing that happened during the Page administration was a strike by students for better food and more social privileges. President Page said it was in retaliation to an investigation made by school authorities into certain wild parties in which students took part. The strike reached large proportions and the police had to be called out. The governor sent the sheriff and prison guards. It was settled and the two ring-leaders were expelled from the school. The students then resumed their work.⁴⁶ Nothing else of importance transpired during the Page administration.

On August 10, Doctor Page tendered his resignation to the Board of Curators in order to take up work with the schools of Oklahoma City, where he remained until his retirement just a few years before his death.

This period is one of importance for the many efforts made to change the school from Institute to University. The school hardly got started during this time for the reason that money could not be secured. The basis was actually begun later. This period embraces two of the southwest's best known educators, Clement Richardson and Inman E. Page.

⁴⁵*Minutes of the Board*, December 12, 1922.

⁴⁶*Daily Democrat-Tribune*, January 19, 1923.

CHAPTER X

A NEW PRESIDENT WITH A NEW PROGRAM

THE SCHOOL had been made a University as far as the legal terminology was concerned, but it was not a university in fact. Whatever were the possibilities of its becoming a real university had been destroyed by the loss of the special appropriation. It would have been difficult to set up a university even with the money if it had been available for the reason that universities are not developed by legislation alone, but by the acquisition of great personalities, and even they would have been difficult to secure at that time.

Despite this handicap the curators went on with their work of attempting to provide a school where Negroes could have some of the educational opportunities of other citizens of the state. One of its first problems was to secure an outstanding educator in place of I. E. Page, who had resigned to take up work in the public schools of Oklahoma City. After much effort, the board selected Nathan B. Young as the person best fitted for the place. He was then president of the Florida A. & M. College, which institution—like many other colleges for Negroes—was not up to the standard of a real college, according to Prof. L. S. Curtis of Stowe Teachers' College, St. Louis, Mo. He was called there as the result of the influence of a group of northern white men who were interested in classical education, a phase of education in which Young was particularly interested until his death. He later studied at Oberlin College, where he received his A. B. in 1888 and his A. M. in 1892. While there he came under the influence of some unusual persons who were an inspiration to him in after life. Some of the most prominent educators at Oberlin were Fairchild, Churchill, King and Eutchins.¹ His first position was that of principal of Thomas School, Birmingham, Alabama, where he labored four years. From there he was called by Booker T. Washington to Tuskegee to head the academic department of that institution. He was not in entire agreement with Booker T. Washington on educational problems, but he remained in that position for six years until he resigned to

¹*Journal of Negro History*, Vol. XIX., No. 1, 108. Article by Professor L. S. Curtis.



N. B. YOUNG

President, 1923-1927; 1929-1931

take up work at Georgia State College as a professor of English and Pedagogy. He was next elected to the presidency of the Florida A. & M. College, where he remained for twenty-two years.² He experienced difficulty there because his ideas clashed violently with those of the authorities responsible for Negro education in the South. He had certain ideals about education and he was willing to fight for them. He came to Lincoln University well recommended and with experience above the ordinary. It is doubtful whether Lincoln ever had a president with more experience than N. B. Young. The formal election of Young came on August 10, 1923. He was elected for an indefinite period by a unanimous vote of the board.³ This was another indication of the board's intention of making this a university in fact, as far as that was possible with the funds at hand.

When President Young took over the school he began to acquaint himself with its history and to determine in what direction the school should develop. It must be remembered that despite all efforts—legislative and otherwise—nothing definite had been done to change the school over from an institute to a university. President Young expressed his philosophy of education in the following way: that every position in the university was important and that every one in any capacity who worked here was necessary to the development of the university. He felt that the most important service was that being rendered by the cooks and the least important being rendered by the president and the registrar. He assured the faculty that he came here to serve and that he hoped that the work would be carried on by the teachers in such a way that it would be the best in the history of the school.⁴ He also stressed the importance of health in the school's development.

Another matter that claimed his attention was the irregular manner by which buildings were designated. They were referred to by such names as "Main Building," "Boys' Dormitory" and "Girls' Dormitory," which would have been satisfactory as long as the school had only a few buildings. President Young realized that if the school were to expand it must do so according to a definite plan, and that many buildings would be needed. He thought they should be named for persons who had worked at the institution and had made outstanding contributions to it. This policy was adopted and has been followed ever since that time.

When Nathan B. Young assumed the presidency, he found

²*Lincoln University Record*, Vol. I., No. 1 (New Series).

³*Minutes of the Board*, August 10, 1923.

⁴*Minutes of the Faculty*, September 21, 1923.

many vacancies in the faculty which had to be filled. There were two main handicaps in the way of getting the kind of people needed for the faculty positions: one was the rapid turnover and the other was small salaries. The maximum salary paid any teacher was \$160.00 a month and that salary limit had been reached only that year; the year before the salary was \$130.00. He filled the positions by bringing several young teachers here who had taught with him at Florida A. & M. College. This action caused a riff with some persons in the state who argued that the president was making the school southern and that he was bringing in persons who had taught with him without paying any particular regard to their training. Of course, there was no truth in this statement. The persons who were brought here were the best the president could secure for the money available and in the short time left before school opened. Those who were added to the faculty along with President Young were: Miss Gaynell D. Wright, A. B., University of Pittsburgh, who had some teaching experience, instructor in French; Miss Gertrude E. Lawless, A. B., Talladega College who had several years' teaching experience, supervisor of the training school and assistant in education; Miss Vergil Watkins, a graduate with an A. B. from Ohio University who had several years' teaching experience, instructor in English; Miss Bessie Hawkins, a graduate of Mechanics Institute, Rochester, New York, with work in several other schools, including Columbia University, who had several years' teaching experience, instructor in home economics; N. W. Griffin, A. B. Fisk, with no teaching experience, instructor in Latin and Dean of Men; George Williams, B. S. from Florida A. & M. College, instructor in auto mechanics; W. P. Terrell, B. S. degree from Kansas State Agricultural College and the Massachusetts Institute of Technology, who had several years' teaching experience and many years of practical experience with construction companies, director of mechanical arts department; Charles Anderson, A. B. and bachelor of oratory from Geneva College, Beaver Falls, Pennsylvania, who had several years' experience at Florida A. & M. College, instructor in English.

Besides these who were actually teachers, there were others who came to the offices of the institution: Miss A. Theora Edmondson, a product of Florida A. & M. College, who had several years' experience in the office work, assistant to the business manager; Miss C. Eugenia Sullivan, a graduate with the degree of B. S. in Education from Temple University, who had considerable secretarial experience, secretary to the president; Rev. S. P. Johnson, who had been pastor in many Missouri towns, superintendent of

buildings and grounds; Mrs. V. H. Collins of Jefferson City, a product of Lincoln Institute, librarian; Miss Mary Cargile, of Jefferson City, who was also a graduate of Lincoln University, a teacher in the training school.⁵ It can be seen that these persons who were brought to the faculty were persons with some experience and graduates of some of America's best schools; some of them had teaching experience.

There were two things which handicapped President Young in securing an even better faculty. First, he was not elected until August and he had to get his faculty together by September when the school opened. Many of the teachers he would have desired were already employed. The salaries were such that Lincoln could not compete with other schools, such as Howard and Fisk, which were just beginning their development and are now placed among the better schools of America. In the second place, there were not enough persons in the Negro race with master's degrees to go around to the schools that desired them, to say nothing of those with doctor's degrees. Those with master's degrees were so scarce that any person holding the degree was certain of employment, just as is true at the present time with those in the Negro race who hold the doctor's degree. With such conditions, it is remarkable that he secured a faculty as well trained as he did and with as much experience as its members possessed.

President Young had also that part of the faculty which had been recommended by Dr. Page. Those who were recommended by Dr. Page were those who were considered an asset to the school and those who would co-operate with President Young in developing the institution.⁶ The teachers had been asked to make it known whether they were available or not so that President Page could pass the information on to the board. This method has not been followed here since that time because it is understood that if a teacher expects to leave the service he will notify the president of that fact. The election of teachers from year to year sometimes caused confusion.

President Young set out to acquaint the people of the state with the purpose and function of Lincoln University. He thought that Lincoln University should provide adequate facilities and an atmosphere of study in which young men and women could secure the proper foundation to pursue graduate work.⁷ President Young

⁵*The Lincoln University Record*, Vol. I., No. 1, 6 (New Series).

⁶From faculty applications which are on file in the president's office.

⁷This information was sent out by the Department of Public Information.

realized that it would be a long time before the school would be in a position to provide graduate work itself.

The president repeatedly set forth the aims and objectives so that the faculty and public would come to understand what the school was trying to achieve. He formulated aims in education which were intended to make Lincoln function better if these obtained: 1) an adequate number of well-trained teachers who were happy in their work because they were well paid and were working under favorable conditions; 2) a good school on both elementary and high school levels within the reach of every child; 3) evening schools and other types of opportunities for adults and for those who could not attend the regular schools; 4) special classes and schools for those having technical or artistic skill; 5) a health program that would safeguard and improve the general physical welfare of each child. If such a program were put in operation, he believed that a larger Lincoln University must be provided to make effective such a program.* This was a program not only for Lincoln University but for the state as well and showed that the veteran educator understood the situation and realized how dependent one part of our educational set-up was upon the other, and also that Lincoln could not make its greatest contribution to the state unless all parts of the educational system were developed.

He outlined these specific improvements which Lincoln University needed in order to become a first-class, fully accredited institution of learning:

- 1) An infirmary to safeguard the health of the students;
- 2) A gymnasium for physical training of the students;
- 3) A refectory, or commons, for the proper preparation and service of food (the arrangement then in operation was inadequate and out of date);
- 4) A steam laundry (there was a makeshift laundry for girls' use only);
- 5) A modernly equipped home economics building;
- 6) A dairy and a dairy barn, and farm land;
- 7) a) An appropriation for the completion of the men's dormitory, which was then full to overflowing, and
b) Enlargement and re-equipment of the mechanics arts building, erected and equipped thirty-three years earlier.

*This idea was set forth in many addresses and letters by President Young.

An increase in the current expense fund, as well as a 50% increase in salaries, was also needed in order to secure and retain first-class teachers and officers. Further recommended increases were 75% for support of facilities for instruction and for plant upkeep; 150% for repair fund in order to complete the renovation of the plant, which was still in a run-down condition.⁹ These were the greatest needs of the school as the president saw them. He was satisfied that improvements covering many of these needs would have to be made before the school could be accredited. It is interesting to note that President Young said nothing about the proposed education building. It may have been that he thought it had been mentioned before and that it was not necessary to mention it again. Whatever the reason may have been it was not put among the needs of the school in the fall of 1924. As set forth here, these were the general needs of the school as the president saw them at the beginning of his administration.

One of the first problems that faced President Young, from the point of view of the students, was a request for fraternities and sororities. He took the matter up with the faculty in order to ascertain their reaction. The faculty expressed the opinion that the time was not ripe for this type of organization. The president said he was an Oberlin man and was therefore opposed to all types of Greek letter organizations but that he was willing to be guided by the expression of the faculty.¹⁰ Professor Crissman of Central State Teachers' College, Warrensburg, Mo., said that if he were permitted to have his way there would be no social fraternities or sororities in Lincoln University. He would ask the board to see that no such undemocratic organizations receive recognition at this institution. He said that he favored all sorts of house fraternities and sororities and thought that they should be given encouragement, but expressed the opinion there was no place for social stratification in any state school.¹¹ It is probable that Professor Crissman was making a distinction between national and local social fraternities. The local social groups were simply clubs, and there were many such clubs on the campus.

The question finally was taken to the Board of Curators for a decision. It was decided that fraternities should not be allowed at the school,¹² thus closing the matter for the time being, but it is

⁹*The Lincoln University Record*, Vol. I., No. 5, 20.

¹⁰Letter from President Young to G. R. Crissman, Central State Teachers' College, Warrensburg, Mo., December 10, 1923.

¹¹Letter to President N. B. Young from Professor Crissman.

¹²*Minutes of the Board of Curators*, March 14, 1924.

only fair to say the decision did not please the students because they felt that the school was developing into a college and that such organizations were proper in that type of institution.

There were many changes made in the school curriculum. One of the first efforts of the new administration was to do away with all the elementary grades. This could not be done until the public schools of the city made provision to take over the work. Only students sixteen years of age or over were admitted to the first year of high school; the grades below that had been eliminated, President Young said in a letter to Mrs. Aldine Rose.¹³ Although at that time the change had not been completely accomplished, it was a definite policy of the school, and students were not encouraged to come from a distance for such work because no new classes were being set up.

The Board of Curators desired to establish a military unit at the school, and to that end made application to the War Department. The request was refused for the reason that the appropriation and military personnel available would not permit the establishment of such a unit at Lincoln University under Section 55c of the National Defense Act,¹⁴ and nothing more was done about it at the time. This unit, however, was established at the beginning of the second year of the new administration with A. P. Hayes, a regular army non-commissioned officer, in charge of the R. O. T. C. here. Mr. Hayes had been an officer in the army during the World War, but was now a non-commissioned officer.¹⁵

The introduction of military training was of great value at that time because the school had no gymnasium and this work partly took the place of physical education for boys. Another change which was advocated by the president was the elimination of the trades of tailoring and shoe-making, for a while at least. The president would take the money saved by that curtailment and establish a printing press and blacksmithing. He felt that blacksmithing, which had been discontinued, was necessary for the mechanical industries. Mechanic arts was added as an industry because it had practical vocational value for young men. The printing press, it was argued, could be paid for by the money saved on the stationery used by the school.¹⁶ In this way the president started out to solve the problems before the school and to launch it on the road to development.

¹³December 13, 1923. Address: Route 10, Box 235, Oklahoma City, Okla.

¹⁴To Mr. Rufus Logan, Secretary of Board, from Henry W. Mills, Adjutant General, Omaha, Nebraska.

¹⁵*The Lincoln University Record*, Vol. I., No. 5, 16.

¹⁶Letter from President N. B. Young to G. R. Crissman, December 10, 1923.

He felt that the method of teaching or the method of distributing subjects should be changed in the high school and that subject teachers should be designated instead of grades. The reason advanced for this change was that when a poor teacher was at work the influence of the teacher would not fall wholly upon the same group of students. This was sound educational philosophy, but there is every reason to believe this was done in a much larger measure than was supposed by this distinguished president.

The president was also interested in the students' personal welfare. He had the rooms inspected each day by those in charge of special buildings so that students would keep their rooms tidy and clean. Miss Heron, the nurse, taught the young men the proper method of making beds, and thus contributed to an improved appearance of the rooms.

There was a definite effort to build up the musical organizations of the school. The president asked the board for a grant of \$3,000.00 for musical instruments, but the request was not approved by the president of the board. The reasons given in support of this request by the president were that the school needed a small pipe organ, a brass band (to meet the requirements of the R. O. T. C. regulations), and the orchestra needed to be strengthened." Most of the other things have been provided, but the pipe organ has not been acquired, and it seems as though it is still a long way off because there are so many other and more pressing needs.

President Young observed that very few students were taking agriculture despite the fact this was an agriculture and mechanical college. He thought the reason lay in the fact that the subject was not made sufficiently attractive to the students. He therefore asked that more be expended by the institution on that type of work in order that it might be more attractive for the students. It is difficult to understand why students were not taking the subject. One of the reasons may have been that many of the students came to the school at that time from rural districts and looked upon education as a means which would take them away from the drudgery of the farm instead of making the farm a more attractive place for them. President Young kept this in mind and insisted upon improving this service. Two years later, in writing to President James of the Board of Curators, he said agriculture, domestic and mechanical arts had to be taught as well as military science because Lincoln University was a land-grant college and for that reason as

"Letter from President Young to C. H. Kirchner, October 24, 1924.

well as others the school must stress these subjects, especially since agriculture was featured generally in an educational way.¹⁸

The president of the university kept in touch with the newspapers of the state and acquainted them with what was going on by sending them weekly news releases. The curators, the president said, had taken a decided step towards making the school an accredited institution of higher learning by organizing its activities toward that end. The curators and the president were forming a first-class faculty in order that they might give the students training equal to that secured at the best institution of higher learning in the state.¹⁹ Young wrote F. W. Dabney, editor of the *Kansas City Sun* to the effect that it would require the expenditure of about a million dollars in the run of four years to make Lincoln University an accredited school.²⁰

In his reply to one of President's Young's letters, C. A. Franklin, editor of the *Kansas City Call*, among other things, said that one of the biggest things the governor had done was to lift Lincoln University out of a hot bed of political "rough stuff." This reference was to Gov. Arthur M. Hyde, who later was secretary of agriculture in the Hoover administration. The editor also said that, whatever amendment was made, this man (Governor Hyde) had made an excellent beginning, and it would mean much to the boys and girls of the state.²¹

This incessant worker who had charge of the administration at Lincoln University insisted that the people should be informed about the conditions and the needs of the school. In 1924, he set forth the needs of the school in a circular. The president of the Board of Curators did not agree with what was said in that circular. President Young, in reply, said he understood that other state schools were advising the state as to their needs. He asked here a very pointed question, "What are we to do? Are we to keep our needs to ourselves and spring them on the legislature after it has met and depend upon luck and lobbying for support?"²² The idea that President Young had in mind was to acquaint the people of the state with the needs of the school so that they could ask their own representatives in the legislature to give Lincoln University adequate support.

¹⁸Letter to Hon. Samuel W. James, president of the board, from N. B. Young. Judge James followed C. H. Kirchner as president of the board. This letter is undated.

¹⁹Letter to C. A. Franklin, editor of the *Kansas City Call*, May 8, 1924.

²⁰May 27, 1924.

²¹Letter to N. B. Young, May 17, 1924.

²²Letter to C. H. Kirchner, February 29, 1924.

The president of the board said that he had no objection to the president of the university sending out any statement he saw fit about the needs of the university so long as he sent it out over his own signature. He said that was a different matter from asking the curators for their approval in advance.²³ It is difficult to distinguish the difference because he was the board's agent and as such it was responsible for his acts. However, the president was permitted to carry on this type of work in the development of the school.

During the first part of the school year, the president set upon the problem of organizing the school as far as he could, but during the second part of the school year, even though he kept making changes in the organization, he started out to get recognition for the school. He wrote to Dean J. T. Cater, secretary-treasurer of the Association of Colleges for Negro Youth, Talladega, Alabama, acquainting him with the fact that Lincoln had been reorganized with a view to qualifying for admission to the North Central Association of Secondary Schools and Colleges. The high school had been organized as a separate unit for the purpose of having it accredited. He further said that he desired to join the Association of Colleges for Negro Youth as the first step toward that objective unless the geographical location militated against it.²⁴ The president made it plain that joining the Association of Colleges for Negro Youth was only a preliminary step, and that the goal set for the school was membership in the sectional association.

Nothing came of this for the time being, but later the Association of Colleges for Negro Youth authorized an inspection. The person who was sent here to observe the work was Dr. Gilbert H. Jones, then president of Wilberforce University, who is still connected with that school as Dean of the School of Education. He reported that Lincoln was not qualified to enter the association because far too little was expended for every item in the science department and far too little time was devoted to laboratory work.²⁵ The inspection, nevertheless, proved of great value to the school because it pointed out what was needed in order to prepare the school for admission to that association. Not daunted, the president kept working to make Lincoln an accredited school. He urged the board to have the high school accredited as the first step. Despite the fact that the State Superintendent of Public Instruction had been a member of the board all these years, the high school had not been

²³Letter to N. B. Young, March 8, 1924.

²⁴Letter from Dean J. T. Carter to N. B. Young, May 20, 1924.

²⁵Report to President Young, February 26, 1926.

accredited by the State Department of Education. Such accrediting was necessary before anything could be done by the sectional accrediting association. Upon instructions from authorities here, the high school was inspected by Dr. J. D. Elliff, professor of Secondary Education at the University of Missouri, and he recommended that the high school be placed on the approved list of the North Central Association of Secondary Schools and Colleges. Doctor Elliff later became president of the Board of Curators.

President Young wrote to Prof. George R. Crissman and advised him of the great number of accrediting factors he could claim for consideration in rating the high school. At this time, President Young said that it was largely through the initiative of Professor Crissman that this distinguished service was rendered Lincoln University and that friends and patrons of the school would appreciate the work this educator of Central Teachers' College had done for the Negro race.²⁸ Mr. Crissman was glad to support the president in the board meetings, but there is every reason to believe that the president was modest, because when one reads his correspondence he can not help but realize that Young played a large part in every effort for accrediting the work of the university. It was he who took the lead and kept before the board the necessity for having the school accredited.

President Young, ever energetic, still was not satisfied to rest with these accomplishments; he considered them only as an indication of what could be done. He applied to R. M. Hughes, secretary of the North Central Association of Secondary Schools and Colleges, for the admission of the college to the association as a four-year teachers' college.²⁹ (Such a rating would be about the same as a "B" rating for Negro colleges in the Southern Association.) The inspection was made, as requested, and the school was admitted into the North Central Association of Secondary Schools and Colleges as a teachers' training institution.³⁰ In three years' time, the institution was elevated from one with no rating to one with its two departments accredited as a result of President Young's activity. Now there was only one remaining objective to be achieved and that was the accrediting of the school by the North Central Association of Secondary Schools and Colleges as a four-year liberal arts college. During these three years, the board had given its support to the president and the results accomplished show how

²⁸Letter from President Young to Professor Crissman, March 30, 1925.

²⁹Letter to N. B. Young, January 28, 1926.

³⁰*Lincoln University Annual Catalogue*, 1927, 22. Origin and Development.

much can be done when those concerned work together and when there is a definite educational program.

The president of the university informed Mr. J. H. Mitchell, editor of *The St. Louis Argus*, that while the school had been rated as a teacher-training institution the need now was for sufficient money to develop and enlarge the school. Another building was needed at this time. It was thought that an appropriation from the legislature could be secured for this purpose.²⁹

Mr. Crissman was still interested in the school, even though he was no longer a member of the Board of Curators. When he learned that the school had been accredited as a teacher-training institution, he wrote the president and told him he was proud to have had a hand in it. He congratulated Mr. Young and the Negro people in the state for their gains, and he said he could see no reason why any Negro student would desire to go elsewhere for an education.³⁰ Professor Crissman realized that it would be some time before all the departments were developed, and he was therefore making special reference to the college. He predicted for Lincoln University a bright future and hoped all of the aspirations of the board would be realized.

President Young, in his reply to Mr. Crissman, thanked him for the great contribution he had made in helping to get the school accredited. No one else had done as much, said the president, although some of the present managers of the school were inclined to take the credit for what had happened.³¹ This was often the case when a movement was projected in an earlier administration. Nevertheless, it was a remarkable achievement for those who dedicated themselves to that task, and there is little to be gained by bickering over the honors. The final accrediting of the school as a college of liberal arts was delayed several years because the state was slow in supplying the needs.

The curators appointed in 1921 were persons of excellent standing who took their task seriously and endeavored to carry out the expressed desire of the act which changed the name and style of the institution. One member of the board said that Lincoln University had not been treated fairly as far as appropriations were concerned and that in other ways it had not received fair treatment by the legislature. He further said that the State of Missouri should first determine whether it actually intended to afford the colored citizens of this state an institution for higher learning and

²⁹Letter, March 23, 1926.

³⁰Letter, April 22, 1926.

³¹Letter of April 22, 1926.

that, if it decided that such an institution was not desirable, they should abolish it! If, on the other hand, it was decided that such an institution was desirable, then the institution should be given such financial support as would make it a real institution of learning, and not a makeshift. This member said he would never have consented to serve as a member of the Board of Curators of Lincoln University had he not been led to believe that \$500,000.00 had been in fact appropriated.²² The idea expressed here was probably that of most members of that board, because they were persons of prominence in several walks of life and were making a real sacrifice to serve in such a capacity. The members of boards of control for state educational institutions are paid only for expenses incurred; they thus serve at personal sacrifice. They gladly gave of their time and talents, but it was only natural for them to want to see some results of their labor.

The president of the university then began to improve the official personnel of the school. Student life in the dormitories had been supervised by matrons. Such an arrangement threw too much work on the chief administration officer of the school for the reason that he had to make rules and regulations for student control. The first dean of women came to the university in 1924. In discussing the matter with Miss Alice E. McGee, who was the first person to hold that position, President Young said that up to this time the girls of the university had been managed by a matron and consequently they were not as closely supervised then as they would be now, when more effort could be expended toward character and culture. He thought their physical well-being had been more closely safeguarded than their spiritual well-being. It was thought that these girls needed contact with women who were able to guide them intellectually as well as spiritually.²³ This perhaps was true. Therefore, one of the greatest needs of the school was a person who could look after the young women and give them proper supervision in these matters. The president persistently added innovation after innovation and organized the school after the fashion of a standard college.

Despite all the good work President Young had accomplished in such a short time there were those who felt that someone else should take over the position. To effect such a change was not difficult with the advent of a new governor. Such a problem will face any state school unless it has some safeguard in the board of control. In some state schools that is impossible. The president of

²²Letter from Attorney Edgar B. Rombauer to N. B. Young, March 4, 1924.

²³Letter from N. B. Young to Miss Alice McGee, April 24, 1924.

the university wrote a letter to the president of the new Board of Curators and in it he expressed the thought that a change in the political control of the state should have no influence on the administration of an educational institution. President Young thought there were certain facts which ought to be kept in mind in evaluating the administration. One was that he, President Young, had been called to this service to help make Lincoln University an accredited institution of higher learning in accordance with the legislative enactment. This veteran educator thought some explanation should be given even in case of dismissal. He also wished to make clear to the board that the president should be given an opportunity to confer on matters of policy. If he were not given such an opportunity resignation would be in order. This courageous man insisted that he be considered the president or he was ready to leave. The third matter that President Young thought ought to be considered was whether the patrons of the school thought they were getting the services they should or whether they thought the present administration had been in office long enough. The administration had been functioning less than two years, including a year of observation,³¹ which was much too short a time in which to tell the extent of its usefulness and efficiency.

Samuel W. James, the president of the board, in reply to a letter from President Young inquiring as to the charges against his administration, said, among other things: "A new administration is in control of state affairs which has resulted in the appointment of a new Board of Curators for Lincoln University. You can readily understand that the ideas of the new board might be entirely different from the old, and that in selecting the head of Lincoln University, they would look for that man whom they felt would most nearly carry out their idea of what the University should be." He said further, "So far as I know, your personal integrity has not been assailed. Your official ability may be first class, but if we can secure the services of one whom we believe would do more for the Negro race in the state than you could do, then I feel it would be our duty to make a change, and I think a majority of the members of the board feel as I do about the matter."³² This gives the principle upon which this board worked and shows clearly why the board was so ready to get rid of President Young. One must agree with the president of the board that if one could be found who could do more for the Negro race than Young he ought to have been secured; however, one can but wonder by what criteria the

³¹Letter to S. W. James, April 28, 1925.

³²Letter from S. W. James to N. B. Young, April 25, 1925.

new board was going to determine such a matter. This was clearly a case of an educational institution being controlled by the state political set-up. The fact that such a philosophy was in operation made it difficult to carry on an educational program.

Samuel W. James, chairman of the Board of Curators, was opposed to the retention of Mr. Young as president of the university. At this time The St. Louis *Globe-Democrat* carried an article purporting to be from Mr. James, which was quoted by Doctor Young in a letter to Mr. James. His objection to the retention of President Young as expressed in the article, which might have been misquoted by the reporter, was that Young had filled the university with so many deans and professors from the South that it was large enough for a university of 1,200 students, while there were fewer than four hundred students at Lincoln. In reply to this charge, Young said that the geographical distribution was as follows: 9 teachers from the South, 9 from Missouri, and 17 from other sections.³⁰ The idea that a university is a collection of scholars was not understood. It would have made little difference from whence they came so long as they were the most distinguished scholars who could be secured. The idea seemed to persist in some quarters that the university existed for the purpose of giving someone a job, rather than extending the greatest benefits to the students who attended the school. It is to be regretted that this difference had to come up at this time to retard the progress of the school.

The people were greatly interested in the school and desired to see the best educational institution in operation. Delegations from various parts of the state, especially from the large cities, appeared before the board. President Young said that if the people were not interested in the fight he would give it up at once and send in his resignation, but because it was the people's fight he expected to stay in it until the bitter end.³¹

This was an unusual situation because the people previously had paid little attention to the school. In earlier years, those who had money enough to send their children elsewhere did so; now they were sending them here. The Negroes of the state were taking the view that the state should provide equal educational opportunities for all, regardless of race or color.

The Board of Curators met on May 4 and first order of business was the election of a president. The motion to re-elect N. B. Young

³⁰Letter from Dr. Young to S. W. James May 5, 1925.

³¹Letter to Hutchins Loge, April 28, 1925. These delegations were heard by the board.

resulted in a tie. Then a motion to notify the president that his services would be no longer needed also resulted in a tie. The only thing done by the board at this time was to authorize the president of the board to appoint a committee to receive applications of candidates for the presidency.³⁸ When the board met on June 9, it was moved and seconded that N. B. Young be elected president of Lincoln University. There was an effort to defeat this motion by offering a substitute making W. B. Jason acting-president, but this was defeated, and N. B. Young was elected 4 to 2, Mr. C. G. Scruggs having been called from the meeting because of illness in his family. The election was for one year only, which was to be regretted for the reason the fight was not over, as subsequent events disclosed. The interest the people took in this matter was the factor which turned the scales in favor of the administration then in power. Thus ended for the time being the confusion and uncertainty that existed in the school since the advent of the new board.

The Board of Curators then discontinued the advertisements for the school which had appeared in *The Crisis*, a Negro journal.³⁹ This was a backward step for the reason that only through such publicity could many people outside of the state learn about the school. If the school was to reach the goal which had been set for it, it must become well known. A school that does not attract persons from outside the state is a poor school. Another backward step was taken by the board when it decided to discontinue the *University Record*, which had been revived during the administration of President Young.⁴⁰ This publication is one of the sources of information to be used in compiling a history of the university. President Young devoted much of the space in this magazine to historical information. It also served as an avenue for creative work on the part of students of the university. It was indeed unfortunate that this publication was suspended because there was now no medium of expression to the alumni. It is difficult to explain why this action was taken unless it was to discredit the president.

After the storm was over N. B. Young went on with the work before him just as though nothing had happened. His first desire was to have the school accredited. He wrote the president of the board that applications had been filed with the North Central Association for the admission of the college, both as a teachers' college and liberal arts college. The school had been inspected two

³⁸*Minutes of the Board*, May 4, 1925. The same information in the *Globe-Democrat* May 4, 1925.

³⁹*Minutes of the Board's Executive Committee*, April 15, 1925.

⁴⁰*Ibid.*, October 13, 1925.

or three times, President Young said, and the way seemed clear for admission as a teacher-training institution. Supt. Charles A. Lee was to appear before the association at its meeting in Chicago in order to present in person the claims of the institution for admission.⁴¹ The effort was successful, and the college was brought in as a fully accredited teacher-training institution the same year.⁴² Now, all departments had some rating; but the college did not have the highest rating. President Young was not satisfied until he had secured for the school the highest rating that could be obtained.

He wrote the president of the board again about what had been accomplished for the school in accreditation and said that Lincoln University had been rated by the Department of Education of North Carolina as a class "A" college. This was thought to be significant, since North Carolina was a progressive state in matters educational. The requirements for a class "A" rating for Lincoln were as rigid as those for any other institution, since the requirements for all educational institutions were the same, whether for Negroes or whites. Then, in this same letter, he informed the president of the board that Lincoln had been admitted to membership in the Association of Colleges for Negro Youth, an association composed of the following leading Negro institutions: Lincoln University, Pennsylvania; Wilberforce University, Ohio; Howard University, Washington, D. C.; Shaw University, North Carolina; Knoxville College, Knoxville, Tennessee; Fisk University, Nashville, Tennessee; Atlanta University, Atlanta, Georgia; Morehouse College, Atlanta, Georgia; Bishop College, Marshall, Texas; Wiley College, Marshall, Texas; Talladega College, Talladega, Alabama; Virginia Union University, Richmond, Virginia, and Johnson C. Smith College, Charlotte, North Carolina.⁴³ This group of colleges embraced the leading Negro colleges then as well as now. It is now evident that the president had no intention of having his college remain a provincial college, but desired to develop it into a national institution. He might have intended that it also be thought of as an international institution.

President Young had worked with Booker T. Washington, but did not agree with him in all phases of his educational philosophy. If one desired to think of education as it was thought of in the first and second decades of the twentieth century as industrial and higher education, Young belonged to the latter group. He expressed his philosophy of education in a letter to J. R. E. Lee when

⁴¹Letter to Judge S. W. James, January 22, 1926.

⁴²*Lincoln University Catalogue*, 1926-1927, 22.

⁴³Letter, November 17, 1926.

he said he did not believe in Negro education, but in education without limits and bounds for the Negro as well as for all American citizens." This was what some of the Negro leaders in the South did not have the courage to say, because if they had uttered such doctrines they would have been relieved of their positions. N. B. Young was an educator with principle, even though it cost him his positions both in Florida and Missouri.

He knew many of those who controlled the boards which contributed to Negro education. No real educational benefits were received from that source by Negroes in this state until the days when N. B. Young appeared on the educational horizon. He discussed with Jackson Davis of the General Education Board the need for a study of the educational conditions in Missouri. There are now 200,000 Negroes, he said, who were just as backward economically and educationally as their fellows in the lower South. There was much more prejudice toward Negroes on the part of the white citizens in Missouri, and consequently the Missouri Negro needed help.⁴⁵ President Young stressed this fact in order to induce the board to render Lincoln University and the elementary school such help as was being rendered in Mississippi, Georgia, and other southern states. He wrote to Thomas Jesse Jones, who was considered an unimpeachable authority by these boards in all matters pertaining to the Negro, and enlisted his help. President Young said that he was meeting with reasonable success; that the school was being accredited slowly and that he was finding here a challenge that required all his knowledge and experience in cutting this "Gordian knot," and here he uttered a prophecy when he said he regarded this as his final contribution to Negro education and expressed the hope that he would be able to see it through.⁴⁶ His knowledge of these boards and the way they worked did much to bring their benefits to the Negroes of the state of Missouri. They had never considered Missouri along with the other southern states for the reason that Missouri was and still is considered a rich state, and that it should take care of its own educational problems.

There was also another problem that concerned the president, one that he considered of great importance to the school, and that was the establishment of scholarships for students. He wanted the alumni to take the lead in that matter. In a letter to William Dawson he said: "I am very anxious to interest the alumni in the matter of scholarships. It is sadly true that—although this school is

⁴⁴Letter, January 12, 1926.

⁴⁵Letter, January 15, 1926.

⁴⁶Letter, March 29, 1926.

sixty years old—there is not a single scholarship offered.”⁴⁷ He set out to remedy that condition. It has dawned upon those in authority here now that one of the greatest needs of the school is a means to help worthy and needy students. The school is in the midst of that effort at the present time.

Information was received at the university at this time of the death of William H. Payne, who was the second principal and the first Negro principal of the school. The end came August 8, 1926, when he had reached the age of 85 years. President Young wrote a letter to Mr. Payne's sister commending his useful life and especially the work he had performed in behalf of Lincoln University in its early days.⁴⁸

The president and faculty set up strict rules in reference to athletics and they were enforced. Any student representing the university in any contest or meet had to carry a full schedule and be doing passing work in at least three-fourths of his or her program. Such regulations made it inconvenient for students to come chiefly for the purpose of taking part in athletics.⁴⁹ A similar rule applied to other extra-curricular activities on the part of students. Rules of this kind had much to do with athletics and the position it has occupied in this school. We have not produced great teams here because the faculty has insisted this rule be enforced.

There were some very strict rules for the students, among which were the following: The dean of women was to see that the girls were taken to church on Sunday. These girls were not expected to go alone to church. It would seem that these rules were very severe, but one must understand that they had been much more severe in the past. The young men were allowed to play whist in the reception room of Foster Hall, which was the boys' dormitory. Until this administration, any card-playing or dancing was a cause for suspension. President Young established both of these pastimes for the students, and they then participated in them under proper supervision.

In 1924 the Student Council was set up for the purpose of explaining to the students the desires of the faculty and to explain to the faculty the desires of the students. Five persons were to constitute the Council: a boy and a girl elected from the high school student-body and two from the college classes. These four were to

⁴⁷Letter, December 18, 1926.

⁴⁸Letter to Mrs. C. W. Bailer, September 8, 1928. Mrs. Bailer was the sister of William Payne.

⁴⁹*Minutes of the Faculty*, October 16, 1923.

elect a fifth to serve on the Student Council.⁵⁰ The Student Council functioned well for several years and then ceased to function. Constantly, petitions came to the faculty asking that conditions which the students considered unbearable be remedied. The Student Council asked for better food and permission for students to go to town. It may have meant that they desired to go unaccompanied and go whenever they desired, each of which is reasonable.⁵¹ The president was to look after the former problem and Miss McGee, the dean of women, was to look after the latter problem. Many other petitions were brought to the attention of the faculty and the Executive Committee by the students who felt free to ask for the correction of those things which they considered wrong. One of the reasons why the students were so fond of President Young was that he set up machinery for hearing their grievances.

The year 1926 represents the height of the administration of the Young presidency. Never again did it show to such an advantage. If the school had been allowed the freedom that it was allowed in 1923 and 1924, the school would have reached the objectives that were desired for the school, but they were not reached until several years later.

⁵⁰*Minutes of the Faculty*, October 1, 1924.

⁵¹*Ibid.*, November 26, 1924.

CHAPTER XI.

GROWTH DESPITE OPPOSITION

THE SCHOOL continued the work that had been carried on under the Young administration. The year 1927 started off with Founder's Day. On January 12 of this year the Dramatic Club presented a play, "The Devil's Disciple." The admission was free to all who desired to come. The entertainment was to be considered the first step in celebration of Founder's Day. Friday afternoon at 1:30 the celebration was carried on still further when the R. O. T. C. military organization went on parade for inspection. At 2:30 o'clock the main address was to be delivered by Professor Green of Lexington, a graduate with the class of '79, who was one of the oldest living graduates. The celebration was closed with an informal reception by President and Mrs. Young for the local citizens and visitors. The two Negro representatives in the state legislature were present and participated in the exercises.¹ The program shows how this Founder's Day celebration was carried out and the great interest that the president took in it. This celebration was revived during President Young's administration and it has been observed continuously since, being one of the few traditions to survive at Lincoln University.

The Negro land-grant colleges were becoming conscious of their importance in the development of Negro education. Men were taking charge of these colleges who were energetic and desirous of making them function better for the group they were to serve. Some persons thought that the Negro land-grant college could function better as a separate organization rather than meeting with the larger agricultural colleges. J. W. Davis, president of the West Virginia State College, said that the Negro land-grant college actually came into existence in 1890 because it was not until that date that the national government made provision for Negroes as a condition of the Morrill Fund. Some of these colleges did not actually come into existence until 1911 and even later than that for others. In 1927 they were still infant institutions and were passing through a period of struggle and development. It was felt that

¹*Jefferson City Tribune*, January 13, 1927.

they needed the co-operation and assistance of the Bureau of Education in the Department of the Interior and also the assistance of the National Association of Teachers in Colored Schools. President Davis said, "To be frank, some of the presidents of Negro colleges did not even wish to have the meagre truth told with respect to their institutions."² This fact became known after a survey was made of their external and financial administrations by the presidents of seventeen Negro land-grant colleges. Lincoln University took an active part in this movement. It has always had representatives at the meetings of land-grant colleges since the administration of President Young. Previous to that time the school was not represented regularly. John J. Tigert, Commissioner of Education, addressed a letter to President Young and probably to all presidents of the Negro land-grant colleges also, in which he said, speaking of the Seventh Annual Conference of Negro land grant colleges, that he believed the time had come for the presidents of these colleges to assume responsibility for calling conferences and managing their programs. He assigned as his reason for the efficient manner in which the last conference was conducted, indicating the ability of the leaders to manage this work without interference from the Bureau of Education. The commissioner felt that the time had come for the schools to begin to solve their own problems in their own way.³ President Young, in his reply, said he was inclined to agree with the commissioner and he, too, thought the schools should be able to travel under their own steam.⁴ President Young thanked the Department of the Interior for the fine work it had done and expressed the belief that the other presidents felt the same way. From that time on, presidents have assumed the responsibility for these meetings and solved the problems peculiar to their group.

President Young, in a letter to John W. Davis, said that the thing that was keeping Lincoln University from being admitted to the standard of full recognition as a college by the accrediting association was the lack of a building.⁵ He expressed the belief that as soon as the state provided the necessary equipment, the school would be fully accredited. Evidently this was a fact because the school was not accredited until a new building was obtained and new laboratories and a library provided.

Doctor Young understood the service a school should render

²Letter from J. W. Davis to N. B. Young, February 18, 1927.

³Letter from John J. Tigert to N. B. Young, February 2, 1927.

⁴Letter, February 5, 1927.

⁵Letter, March 30, 1927.

because he had studied the situation here thoroughly. He wrote a friend to the effect that he found himself out here still fighting for a decent educational program for Negroes. However, the struggle was not new to him because he had spent his life fighting the battles of the Negroes in order that they might have a decent chance for a complete life. He said that this school was the oldest land grant school for Negroes in the country and then he related the rather unusual circumstances surrounding the founding of the school. He said that it was beginning to look as if it were destined to become what it should be, the educational beacon light for the Middle West. It was, he said, located in the heart of the Middle West and in the center of a circle of service to more than two million Negroes within a radius of three hundred miles. The school was well located to render a distinctive service if only it could be aided in doing so. President Young said that although the service here was making heavy demands upon his strength, he enjoyed it.⁶ It was enjoyable, he said, because he felt that he had the support of the people of the state and because the service offered a challenge to one who desired to see a school developed. This information was drawn up graphically by President Young and published in the *Bulletin of Lincoln University Extension Service*,⁷ which showed the place that Lincoln University had in the Southwest and the possibilities it has for still greater service.

The Teachers' Committee of the Board of Curators recognized the need of organizing along academic lines and worked out a procedure with some type of salary scale. The first rule provided that, as far as possible, the regular college teachers should make up the summer term faculty. Such a good policy had its merits, but it did not provide for the enrichment a good summer school should have. This is the one time in the year when outstanding teachers in the country can be secured, and they would do much in bringing students to the school. There was also a distinction between the time of employment of those teaching in the high school and those teaching in the college. The former were to receive their annual salaries in ten monthly installments, an arrangement which was in accordance with the practice in all state teachers' colleges and at the University of Missouri, as well as in the high schools of the state.

The Teachers' Committee also showed its interest in the kind of teachers who came to the school to teach. It set up new qualifi-

⁶Letter from President Young to Dr. and Mrs. J. P. Wragg, January 15, 1927.

⁷Vol. VII., No. 1, 8.

cations which required that no new teachers should be employed to teach in the college department unless they held the master's degree and that no new teachers should be employed to teach in the high school unless they held a bachelor's degree. If there were those who were teaching who did not come up to these requirements they were expected to measure up to them by working in the summer and at other times. If there were teachers in the college with less than the master's degree—and there were many—they were to complete at least eight semester hours per year until that degree was secured, while those in the high school who had less than the bachelor's degree had to complete at least ten semester hours per year until that degree was secured. These stipulations indicate how determined the teachers' committee was to improve the faculty.⁸ The committee was willing to give those in the service preference provided they were willing to work. It was realized that the school could never be accredited as long as the instructors did not come up to the standards set by the accrediting agencies.

The regular salary was increased considerably so that it would be possible for the teachers to do what was required of them. The maximum salary for persons employed in the college department having less than the master's degree was to be \$2,700.00 per year until that degree was secured at which time the salary would be \$3,000.00. The new teachers who came into the college were to receive \$2,800.00 per year for the first year and thereafter \$3,000.00, provided they met the requirements. This salary schedule was worked out in 1925 and has remained in force ever since. The board made no provisions for rank such as professors, associate professors, etc. It is remarkable, so far as the salaries at Lincoln University are concerned, that these salaries have not been basically changed since that time. The need now is the adjustment of salaries so that there will be some incentive toward which to work, and this has been done since this was written.

There was a desire on the part of some of the persons who had to deal with Negro education to desire more information about the schools. The Commissioner of Education, John J. Tigert, said that many requests had come to him from presidents of Negro colleges asking the Bureau of Education to make a survey of these colleges. The idea had been under consideration by the Bureau of Education for some time. The survey had to be completed prior to June 30, 1927. The charge for such a survey as set by the bureau in order to aid in this study was \$100.00 for each day the surveyors

⁸*Minutes of the Board of Curators, June 19, 1925.*

stayed at the school, not exceeding two days. The minimum was to be \$100.00 and the maximum was to be \$200.00, even though a longer time was spent than the two days.⁹ Lincoln University agreed to take part in this survey and subscribed to the fund.

The survey was participated in by nineteen State Departments of Education, seventy-nine Negro colleges and universities, the Association of Colleges for Negro Youth, the Phelps Stokes Fund, and the educational boards and foundations of seven church bodies that co-operated by arranging for the study and in furnishing information. The persons who made this survey were Dr. Arthur J. Klein, chief of the Division of Higher Education of the Bureau of Education, the director of the survey, and a committee consisting of Dr. William B. Bizzell, president of the University of Oklahoma; Dr. C. C. McCracken, Ohio State University, Columbus, Ohio; Dean George B. Woods, American University, Washington, D. C.; John H. McNeeley, assistant to the director of the U. S. Bureau of Education; Dr. Walton C. John and M. Profitt.¹⁰ The calibre of the men who made the report and the extent and scope of the work speak their own praise.

The survey was not finished until 1928. It took more than a year to complete it after the field work was finished. It gave a thorough survey of the activities of Lincoln University. Those who made the survey thought Lincoln University was in many respects rather fortunate because the salaries paid were better than those paid in other schools of the same class and type. They also felt that working conditions here were better than in some of the other schools. They frowned upon the amount of the work the school was doing in agriculture and mechanic arts since this is a land-grant college. It was recommended that the state contribute more toward this work so as to match the amount which the government was contributing. It was recommended that the state make an appropriation for a new classroom building so as to relieve the congestion in Memorial Hall. The last recommendation was that, since no graduate work was being done at the school, the name be changed to Lincoln College of Missouri because it conflicted in name with an institution in Pennsylvania.¹¹ These surveys of which this was a part are still the authoritative source of information on Negro colleges. There is probably a need now for a new study because many changes have been made in these institutions during

⁹Letter from J. J. Tigert to N. B. Young, February 1, 1927.

¹⁰*Survey of Colleges and Universities*. Letter of Transmittal, VI.

¹¹*Survey of Negro Colleges and Universities*, Bureau of Education, Bulletin No. 7, 1928, 471.

the past dozen years. While the information the study contains was accurate when it was published, much of it is out of date at the present time.

Because of conditions which existed at the school, Walthall M. Moore, a member of the legislature, introduced a resolution in the House of Representatives of the General Assembly of Missouri, to investigate Lincoln University. The resolution more specifically called for a committee to investigate the activities of S. W. James, the president of the Board of Curators, who was the former prosecuting attorney of Pettis County. The charges set forth in the resolution were that James, by duress over the faculty of Lincoln University, insisted that they should purchase stocks in the Standard Saving and Loan Company of Kansas City and that the faculty members had to yield to such purchase. The local newspaper thought the whole affair grew out of the attempt of the board members about a year before to remove N. B. Young from the presidency. The resolution was introduced at the request of an organization of St. Louis known as the Citizens Committee of One Thousand.¹² The committee was appointed and the investigation was held and many faculty members were called before the committee. The report of the committee said that nothing had been done that was criminally wrong, but the action was unethical, and ordered that the practice cease. This was one of many investigations held from time to time in the school. There have been no similar cases in the school in recent years.

In the early part of 1927, the president was interested in securing an adequate appropriation so that the school could carry out its program. The amount called for was not excessive; only the amount considered necessary to carry on the work was asked for. President Young wrote to Senator Phil M. Donnelly and requested his assistance for Lincoln University and also his help in securing passage of House Bill 166, which sought to carry the benefits of the common school to more of the Negro children of the state.¹³ Senator Donnelly advised President Young that the Senate Appropriations Committee had agreed to increase the amount which the House had appropriated by \$53,300.00, which was more by that amount than was appropriated by the 53rd General Assembly for the biennium then closing.¹⁴ President Young wrote Doctor Thompson, Kansas City, to the effect that he understood the appropria-

¹²*Jefferson City Tribune-Post*, March 22, 1927.

¹³Letter from President N. B. Young to Senator Phil M. Donnelly, March 24, 1927.

¹⁴Letter from Senator Phil M. Donnelly to President Young, March 23, 1927.

tion had been increased \$45,000.00. Thus one gets some idea of the problems confronting a president in getting the appropriations for his school. It is to be regretted that the State of Missouri, like some of the other states, has not made definite provisions for the financial support of its institutions of higher learning. Provisions of this character have been made for the elementary schools by the constitution of the state; however, the University of Missouri is the only institution of higher learning which benefits under the act. The state cares for its roads by allocating the gasoline tax and the auto license fees to their use. It is hoped that in the future the same will be done for higher education so that the presidents of these schools will cease to be party managers.

The amount appropriated for Lincoln University for all purposes was \$275,000.00 distributed over those items for which the state usually appropriated money to the school. The amount for agriculture was \$3,000.00, which shows the little interest which was taken in this department.¹⁵ The decreased expenditure explains why so few students were interested in the work. It will be recalled that this was by no means what President Young had requested. He had recommended that the state start a real program in this field. The state was short of revenue and curtailments in appropriations were effected at the expense of higher education. There was not a single building erected at any of the state schools. From the point of view of meeting the building needs of higher education this was one of the darkest hours in the state's history—a time when no effort was made whatever to that end.

The faculty felt that there was entirely too much noise in the halls when classes were dismissed and, therefore, made rules which were designed to remedy the conditions. The teachers were asked to dismiss the girls first in an effort to improve hall decorum. The purpose underlying this rule may have been all right, but it is safe to say that it never was enforced with any degree of regularity because most of the teaching force felt that the noise could be eliminated by methods other than resorting to those common in a high school. Another rule promulgated at this time was that jazz music should not be played in the music rooms. There was probably too much attention given to popular music by the students, but the line was much more closely drawn then than now for the reason that the universal use of the radio aided this type of music. However, there is still no justification for emphasizing such music in the department of music.

¹⁵*Laws of Missouri*, 1927, 88.

The last rule which was adopted by the faculty at this time was the one relating to Sunday school. It was decided that all freshmen be required to attend Sunday School every Sunday morning.¹⁰ This was a throw-back to other days when it was thought the proper way to discipline students in a boarding school was to keep them busy. It was also thought in the early days of higher education in this country that it was the duty of the school to see that the students embraced Christianity while they were in school. The school became an agent of salvation as well as an agent of civilization. This condition was more to be found in church, or denominational, schools than in state schools during the period after 1920. With this rule the faculty ceased its rule-making for the time being.

The University set up a policy with reference to the way in which purchases for the departments were to be made. All purchases should first be submitted to the president for his approval. After that was done, the request was passed on to the purchasing agent, who would investigate all approvals for the purpose of submitting information to the Business Committee and ultimately to the Executive Committee of the Board of Curators. This was without doubt valuable because it provided a way of securing information for the Executive Board when it met. All requisitions or cash expenditures had to be approved by the Business Committee, which acted as a check on the expenditure of the school's money; nevertheless, the procedure seems somewhat cumbersome because it took the whole committee to make a small purchase.

All expenditures from \$25.00 to \$300.00 per month had to be approved by the Executive Committee of the Board of Curators and all bills had to be accompanied by their requisitions, signed by those making the orders. The Board of Curators created an incidental fund of \$100.00 for the purpose of taking care of all small expenditures. This fund could be checked by the chairman of the Business Committee through the purchasing agent, thus allowing the school to operate when the Executive Committee of the board could not conveniently meet.

The purchasing agent was required each month to submit an itemized and classified list of expenditures with complete information about each, which, in every case, was to show that an aggressive, intelligent and honest investigation of prices had been made after a free, state-wide competition." A copy of these regulations was to be furnished to all employees of the school. The persons

¹⁰*Minutes of the Faculty*, February 1, 1927.

¹¹*Faculty Minutes*, September 13, 1930.

who were to make up the committee were the president of the University (who was designated as chairman), the registrar, the purchasing agent, the head of the Department of Education, the manager of the boarding department, and the remaining member was to be the head of one of the academic departments. This group of persons, to some extent, represented a cross-section of the interests of the school. It was another example of the way in which N. B. Young went about organizing the school.

Despite the work that N. B. Young had done to make his school a dynamic institution, there were still those who desired to see him ousted. He had definite ideas about education which he was not willing to change upon the whim of those who knew little or nothing about education. He was willing, however, to change his ideas when they were proven wrong. Although there continued to be members of the board who opposed him, he was able to hold his own until the new board was appointed. When the board met on April 8, 1927, the election of the president of the university was held resulting in the election of Clement Richardson, a former president who served the university from 1918 to 1922. A letter was sent to Pres. N. B. Young notifying him that his services were not needed after June 15 of that year.¹⁸ Thus the first administration of Dr. N. B. Young was brought to a close. The board allowed President Young to administer the school until June (an unusual procedure) but authorized the president-elect to select the summer school faculty, which he proceeded to do. Perhaps it would have been better if the board had given Doctor Young a vacation with pay so as to make it easier for the newly-elected president to work unhampered. However, this was not done, and the president-elect went on with his selection of the faculty while Doctor Young went on with the work of bringing the school to a close.

President Young showed how broad minded he was when he thanked the board during its meeting on April 26 for such support as it had given him and offered his services in any way that they might consider beneficial to the new president. This attitude revealed President Young's interest in any program which had for its purpose the advancement of Negro education, and especially of this institution, which, he always maintained, had such a fine future. President-elect Richardson said he would be glad to accept the benefits of such service.¹⁹ The only other business transacted

¹⁸*Minutes of the Board*, April 11, 1927. This meeting was held in the Governor's Office. It is not explained why this meeting was held there. It may be that the Governor who had served on the board when he was State Superintendent wanted to be sure that a good man was selected.

¹⁹*Ibid.*, April 26, 1927.

at this time was to provide for the repair of the model school and to arrange for the discontinuance of the use of the public school. On the face of it, this would appear to be a backward step for the reason that the model school, when it was in operation, was so small that it could be of little value. Few children came and the work was spread over too many classes. The model school was started and teachers were employed for it.

President Richardson had a change of heart and wrote to the president of the board declining the presidency of the school saying that he was convinced he could render more acceptable service at Western College where he was then located. If there were other reasons for his action, he did not disclose them and, for obvious reasons, the writer made no effort to ascertain what they were. He thanked the board for the honor which had been bestowed upon him.²⁰ This action was unexpected and left the board without a president for the school, with Summer School about to open. The board elected Dean W. B. Jason to serve as acting-president for a period of one year with the use of the president's home included. Mr. Arthur Hammons was elected as teacher of agriculture at \$2,700.00, which was a reasonable salary, but he was charged \$600.00 per year for the house on the farm. No charge of this kind had ever been made before in the history of the school. It had always been the policy of the school to permit those persons who lived on the farm and looked after the school's property to occupy it rent free. There was no further business for the board to transact and since it had some one to head the school, it adjourned.

One of the first rules that the board made during the new administration provided that all lights were to be out at 10:00 o'clock P. M., however, any unfinished work might be completed. The idea prompting the creation of such a rule may have been to see that the student got plenty of sleep, but it is doubtful if students could do the amount of work expected in any standard college if they were put to bed at such an early hour. The purpose probably was to save the school money on its lights, which was indeed a desirable economy, but the more important idea probably was forgotten, namely that the school existed chiefly for the benefit

²⁰*Minutes of the Board*, June 2, 1927. The letter of declination reads: "Hon. Samuel W. James, Sedalia, Missouri. My Dear Sir: I am herewith declining the Presidency of Lincoln University. I am convinced that I can render more acceptable service here at Western College. Thanking you and the Board of Curators for the honor conferred upon me, I am, Yours sincerely, Clement Richardson, President."

of the students. It was the duty of the school to provide sufficient time for study. If it did run up the cost of light, it was justifiable.²¹

At this time it was decided that the best purpose of the school would be served by getting out a new catalogue and destroying the old one. Such a move was approved by the Executive Committee of the board.²² However, it seems that the decision was never carried out. The importance of the matter was not in its execution or lack of execution, but in the motive that prompted the idea. In the first place, it was much too late to get out a new catalogue because most of the students had already decided where they were going to school, and, secondly, the catalogue which the students had contained the courses to be given, which was about the only purpose a catalogue could serve.

The local newspaper early in September said that all the buildings of Lincoln University and the model school were undergoing renovation and general repairs preparatory to the opening September 12 and that several new members had been added to the faculty. The addition of new members to the faculty was brought about partially by the opening of the model school, which included the first eight grades of school. There were several new members on the faculty; many of the old members were not retained.²³ A great deal of work was required to get the school in shape for the opening. Acting-President Jason thought that a large enrollment would result because of the effort at expansion being put forth by the board and the new administration.

There was a change in the business office, and that was unfortunate for the new administration because the president, as well as the business manager, I. C. Tull, who came here with Clement Richardson and who had been business manager since 1919, was relieved of the work, which was taken over by Duke Diggs, a Jefferson City business man. The methods employed in conducting a successful business might not operate in the same way in conducting a school. On November 11, Business Manager Diggs wrote a letter to the Executive Committee in which he set forth his views wherein certain savings could be effected. Some conditions needed correction, he said. The light bill had increased in thirty days from \$199.76 to \$317.72, an alarming figure. He attributed this increase to the fact that there were too many lights in classrooms and too many electrical appliances. This was probably true, but the school then did not have offices for its teaching force and

²¹*Minutes of the Executive Committee*, November 11, 1927.

²²*Minutes of the Board of Curators*, August 10, 1927.

²³*Jefferson City Post-Tribune*, September 6, 1927.

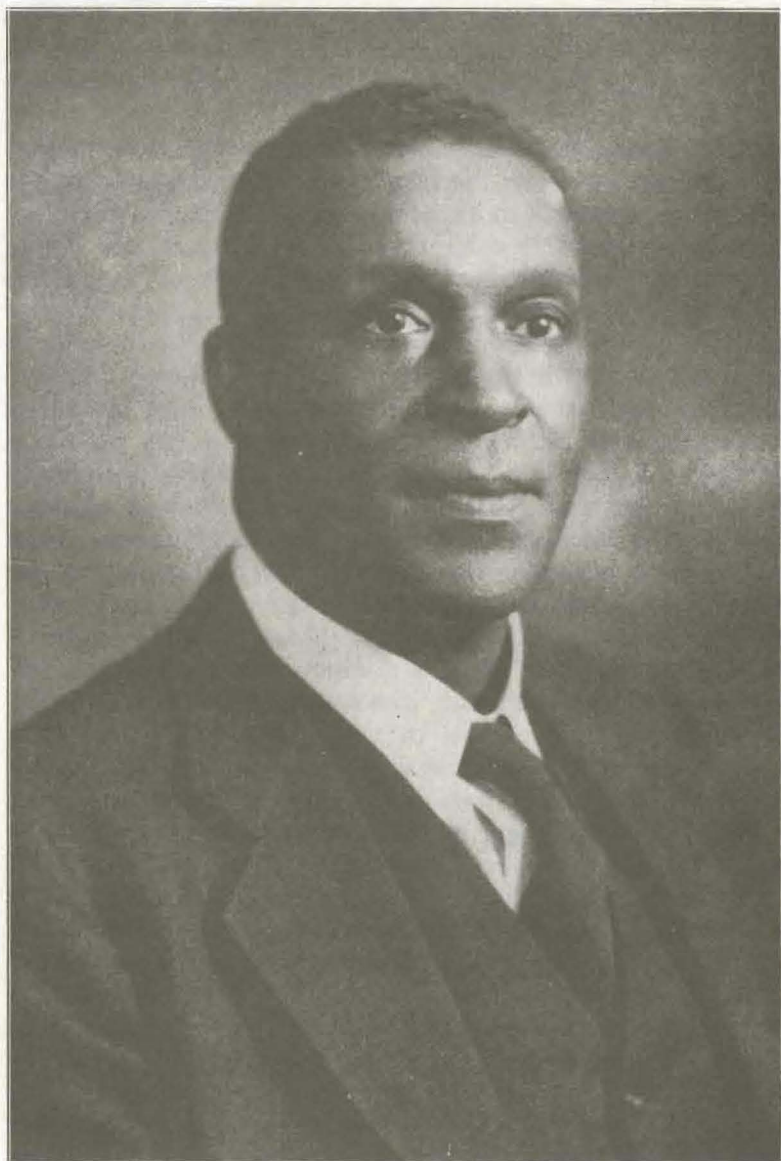
classrooms were used for that purpose, which largely accounted for the classrooms being used at night. He suggested the confiscation of electrical appliances of the students. It would seem that the proper method of handling this matter would have been to provide a central place where the students could do their work, and this was done.

Another condition that was causing the school to lose money, Mr. Diggs pointed out, was the large number of students on the payroll. That has always been a problem here as it has been in many schools where the students come from the working classes. These students have to work in order to get through school. To provide employment for such students is a problem that most schools must face. Despite this condition, students should never be employed when there is no need for their service, and the business manager was correct in that respect. He felt that there were too many persons boarding free. It was the practice to give the matron a certain salary and include room and board, which was a different thing from boarding free. This expense should have been charged where it properly belonged so that the business manager could have kept correct balances. The last item of this report to the board which need detain us was the request of the business manager that the duties of his office and those of the president's office be clearly set forth.²⁴ Such a distinction was necessary, but it would seem that the president, who was responsible for the administration and for all offices in the institution, should have mapped out the distribution of work and asked the board to approve it. There should never have been this lack of understanding, because the business manager of the institution is the president's chief assistant and is in a position to furnish the president with expert information. The letter was rather interesting because it pointed out some of the conditions at the school that needed remedying and gave a glimpse of the misunderstanding that existed in the school at that time.

The committee of the Board of Curators recommended that W. B. Jason, acting-president, should be elected president for two years at a salary of \$4,000.00 per year. The board members were satisfied with the work of the acting-president and decided that they would not look further for an administrator. The faculty was not elected at this time, but the Teachers' Committee was to meet later in consultation with the president of the university.²⁵ The faculty was not elected until May. Virtually all the members of

²⁴*Executive Committee Minutes*, November 10, 1927.

²⁵*Report of Teachers' Committee*, April 30, 1928.



W. B. JASON

President, 1928-1929; Acting President, 1927-1928; 1937-1938

the faculty were retained. The local newspaper said that under Pres. W. B. Jason an era of progress was entered upon. There were 163 students registered. Although not much of an increase, it showed the school had more than maintained the enrollment of the year before. The cause for this increase cannot be determined, and it was so small that it could have been easily overlooked, but the newspaper saw fit to mention it.

The commencement was to be held on May 31 of that year and R. E. Jones, bishop of the Louisiana diocese of the Methodist Episcopal Church, was to be the commencement orator. The graduating class in the college was the largest in the history of the school. The newspaper article said that Governor Baker and many other high state officials and persons of prominence of both races throughout the state would be in attendance to witness one of the school's finest commencements. This statement was not borne out in fact because none of these officials was present and there were but a few persons present from other parts of the state, excepting the parents of the graduates. The commencement exercises in recent years have not been large affairs. The cause for this may be in the time of day it is held or it may be that the school has not made the impression it should make on the people of the state. Whatever the reason, the graduates do not come back for commencement as it was hoped they would.

There was another action taken by the Board of Curators that was of significance, not because it has yet been accomplished, but because it pointed the way some members of the board hoped things would go. The resolution provided as follows: Beginning September, 1929, the board agreed under the provisions of the resolution to seek appropriations for the erection of a new building for a law school, a gymnasium and a science building for the use of the science departments. It is interesting to note that none of these buildings has been secured until the present time. This board declared, as many before it had declared, that it was its intention to raise the standing of Lincoln University until it was equal to that of the State University at Columbia and that this would be done as fast as time and money would permit.²⁰ The board probably was sincere, but up until the time this was written the law school had not been established. The newspaper was misled; it took the resolution for an accomplished fact. None of these things was set up. The resolution was introduced and sponsored by Attor-

²⁰*Jefferson City Post-Tribune*, May 16, 1928.

ney Freeman A. Martin, a lawyer from St. Louis, who was then a member of the board.

The Teachers' Committee in April had recommended that Acting President Jason be elected president. His election by the board did not take place until May 1. Professor Jason came to the university as a teacher of mathematics and football coach. The catalogue also shows him as a teacher of science. This meant that he was in charge of physics and chemistry, in addition to mathematics. The writer of the newspaper article considered Mr. Jason one of the constructive forces in the university. His elevation was rapid, being in turn Director of the Academic Department, then Dean, acting-President and then President.

The reporter inadvertently said that President Jason was a graduate of Brown University, while, as a matter of fact, he was graduated from Howard University, Washington, D. C., in 1913. Two years later he secured his master of arts degree from the university of Pennsylvania. He was referred to as one of the outstanding educators among his people in the state and as one who would build a larger and better Lincoln University for the future.²² Such was the estimate of worth placed upon the president by the newspaper. It also listed his qualifications and training and predicted a period of development under this well-trained young educator.

One of the most important tasks before the school this year, as in any legislative year was the work of getting an adequate appropriation. Much of this labor falls upon the chief executive, and he must keep the needs of the school before the legislature. He must, during this time, cease to be an educator and become almost a lobbyist. This is especially true of the president of Lincoln University, because many of the legislators cannot understand that the state owes to Negroes, as it does to other races, the same obligations to maintain higher education. This was not the idea of Governor Henry S. Caulfield, who had just become governor of the state. He recommended that provisions be made for developing Lincoln University, which then had no standard courses, into a university in fact.²³ This showed his attitude on the whole matter. He was unwilling to do anything for a school until a survey had been made. With that in mind he asked the legislature for funds to make an educational survey of the state in order to ascertain its needs.

²²*Ibid.*, May 1, 1928.

²³Inaugural Address, Henry S. Caulfield, Governor of Missouri, January 14, 1929.

This survey was made under a State Survey Commission composed of Theodore Gary, chairman; Claude B. Ricketts, secretary; Senator William R. Painter, Senator Manvel H. Davis, Representative Langdon R. Jones; Fred Naeter, Allen McReynolds, Eldridge King, office manager. This committee secured a group of experts to conduct the survey. The associate directors were Dr. George D. Strayer and Dr. N. L. Englehardt of the Teachers' College of Columbia University, New York City. Other members of the committee were Lotus D. Coffman, president of the University of Minnesota; Edward E. Evenden, Donald P. Cottrell, Floyd B. O'Rear, Florence B. Stratemyer, all of the staff of the Teachers' College; Harry B. Hammond, teacher of Brooklyn Polytechnic Institute, who was director of summer session of the Society for the Promotion of Engineering Education. In addition to these persons there were several graduate students from both Columbia University and the University of Missouri. They surveyed every phase of higher education in the state. The committee made a comprehensive study of the needs of Lincoln University, as it did for other schools. It was pointed out that the salaries were much too low if the school hoped to keep well prepared men on the faculty and that the maximum amount should be \$4,500.00 for full-time, outstanding individuals. It was recommended that the school make an effort to secure well prepared persons with the doctor's degree. There was also a recommendation on buildings, covering the amount that it was thought advisable the state should spend each year.²⁹ As the building program has advanced, the plan which this survey laid out for the school has been followed. If the work of expansion goes on as it has in the last few years, the school will fulfill the program set up by the commission by the end of the decade, but the needs have now expanded far beyond what was anticipated at the time. The salaries have not changed since that time, but the school is now turning its attention in that direction. The report still remains the chart of the state, and guides the legislature in its appropriations for higher education.

An unusual feature of the appropriation for 1929 was an item for an educational building. The amount set aside for it was \$250,000.00, including equipment.³⁰ This was the building that had been spoken of and for which plans had actually been drawn as early as 1922. There was a tendency to make no appropriations for buildings until the survey showed the need. The bill making appropria-

²⁹*Report of State Survey Commission, Preliminary Report on Publicly Supported Higher Education, 467.*

³⁰*Laws of Missouri, 1929, 99.*

tions for this building was passed and approved by the Governor, thus indicating that the governor was earnest and sincere in what he said about the school in his inaugural address. The building was not completed and occupied until September, 1931.

There was another matter relative to Negro education that came before the legislature at this session. It was an act to establish a demonstration farm and agriculture school for the Negro at Dalton, Missouri. When established, it was to be under the supervision of the Board of Curators of Lincoln University. This demonstration farm was already located in Chariton County and had been under the supervision and control of the State University. The act also provided for the repeal of all conflicting laws. The state was to make an appropriation to carry out the provisions of the act and to determine who could attend the school and the conditions to be met for admission. The bill was introduced by L. Amassa Knox, a Representative from Kansas City, and Graves M. Allen, a Representative from St. Louis.²¹ It was passed by both Houses and became a law, thereby transferring this educational unit to Lincoln University. The administration has since been attempting to develop it.

With the new governor, half of the board changed. It began at once to consider a new president, although it was bound by a contract made by the old board with President Jason, which still had another year to run. The matter was finally referred to the Attorney-General, who ruled that the board was clothed with the authority to terminate the contract.²² It was unfortunate that such action was taken because members of the faculty now felt that the board could terminate a contract at any time; hence, one's position was very insecure. There have been few cases where such action has been necessary, and it should never be exercised except in extreme cases.

The board in its reorganization elected Charles Nagel as its president. Mr. Nagel was secretary of commerce in the McKinley cabinet and was a national figure. He understood the work of the board because he was a member of the Washington University Board of Trustees and had been for years. Three of the new members had served on the board appointed by Governor Hyde in 1921. They were Mrs. Julia Curtis and Attorney Edgar Rombaur of St. Louis and Dr. Edward Perry of Kansas City.

The board was now definitely looking for a president to fill the vacancy. The board asked Dr. J. D. Elliff, who was then in Europe,

²¹*Journal of House*, 1929, 852.

²²*Minutes of the Board*, May 20, 1929. This ruling from the Attorney-General came to the board on August 30, 1929.

to stop by North Carolina on his return home and interview J. W. Seabrook of the Fayetteville Normal School. While Seabrook was not the president of that school, he was recommended by several persons as a worthwhile individual who would make a good president. He was interviewed, but he was not interested in the offer because he expected to be the next president of the school where he was located. There were several outstanding scholars recommended to the board, but for one reason or another they were not selected.³³

President Jason and Business Manager Diggs resigned from their respective positions, thus clearing the way for the reorganization which evidently the board had in mind. In these places the board respectively elected N. B. Young and I. C. Tull. N. B. Young had been president from 1923 to 1927; I. C. Tull had been the business manager and in other positions from 1918 to 1928. Mr. Tull was away from the school for one year serving as business manager at Brick Junior College in North Carolina. Mr. Jason was restored to his place as Dean of the College.³⁴

President Young began again to work for the advancement of the school. As school inspector, which was one of the positions he held since leaving the school, he had seen the condition of the students in the state and knew that many would be at Lincoln if any possible way could be found for them so to do. Thus, he advocated scholarships for these students. In a letter to the public, he said that Lincoln University was then offering free fees and \$75.00 toward expenses to those students who were in destitute circumstances, provided they came from where no high school was provided.³⁵ This was an important contribution because many Negroes who desire to obtain an education are handicapped by the lack of funds. There were in the state about 4,000 Negro students who were deprived of the privilege of elementary schools because of the law which then limited the number of students necessary for the establishment of a school to fifteen.³⁶ The situation with respect to high school facilities was even more appalling. President Young thought this could be remedied to some extent if a provision could be made so that these students could be sent to the high school here.

³³Report of Dr. J. D. Elliff to the Board of Curators, August 26, 1929. Some of the persons recommended were Dr. Dudley Woodard, Howard University; Dr. C. H. Wesley, Howard University; Dr. Ambrose Caliver, U. S. Department of Education; and J. W. Tynes, information about whom, respecting his location and position at the time is not available now.

³⁴*Minutes of the Board*, September 19, 1929.

³⁵Letter from N. B. Young to G. L. R. Shipley, Principal of the colored school at Tipton, September 24, 1928.

³⁶See Governor Caulfield's inaugural message.

This would be one of the greatest uses to which our high school could be put and it would serve somewhat as a state high school and reach many who would otherwise be denied such educational facilities.

The Board of Curators took under consideration the idea of providing free scholarships at Lincoln University. The scholarships were to be given to any honor graduate of any first-class high school in the state of Missouri, thus helping many students who otherwise might not have been able to enter college.⁸⁷ This policy has since been continued and there is reason to believe that it will be continued in the future. It is one means of bringing to the university students who are the leaders in scholarship in various high schools throughout the state.

President Young then turned his attention to the practice school. He still thought that the proper way to conduct a practice school here was in connection with the city public school. There were fewer than three hundred Negro children in Jefferson City. Consequently, there was not a sufficient number for two elementary schools, in the opinion of President Young. His second reason was that the public school was comparatively inexpensive. The amount it had cost the board when it was in operation was \$175.00 per month, which was much less than it cost to operate the practice school. On the other hand, the public school would be of more value to the student as a teacher-training agency for the reason that it would offer the same kind of work he would face when he left school.⁸⁸ The board took the matter under advisement, and when it met in May, 1930, it completed plans with the Board of Education in Jefferson City for practice-teaching work within the public schools.⁸⁹ This arrangement still prevails. The location of the practice-school affords the students in Education the kind of training needed. It seems that this is a step in the right direction.

Another problem which came up again was the establishment of fraternities and sororities. The students had made another application to the faculty asking for the establishment of Greek-letter organizations. The president referred the matter to a group of professors who suggested that the subject be sent to the Board of Curators with a recommendation for favorable action.⁹⁰ The fact that organizations here were to be chapters of national

⁸⁷*Minutes of the Board*, October 29, 1929.

⁸⁸Letter to J. D. Elliff, October 16, 1928.

⁸⁹*Minutes of the Board*, May 13, 1930.

⁹⁰*Minutes of the Faculty*, December 18, 1929.

organizations made it necessary for the school to set up definite rules.

President Young began to seek information as to the method and procedure followed in other schools. He wrote to Dean Dwight Holmes of Howard University, asking for a copy of the rules and regulations in force there governing fraternities.⁴¹ Such could not be furnished for the reason that Howard, like Lincoln, was in the midst of solving it. Greek-letter organizations had been at Howard for a long time because a majority of them started there. However, it was most likely that Howard was revising its rules, and Dean Holmes did not wish to send President Young the old rules. Dr. Young also sent a letter to Dean J. T. Cater of Talladega College, asking for the rules and regulations governing fraternities and sororities at that institution.⁴² It is not clear whether he got a copy of these regulations or not, but it is plain that the president was making an effort to see what was going on elsewhere in order that similar rules might be established here.

The president appointed a committee on the Recognition of Fraternities and Sororities in Lincoln University. The persons who composed this committee were Mr. L. S. Curtis, chairman; Miss J. M. Brassfield, Miss R. E. Muckelroy, Mr. W. W. Dowdy, Mr. E. P. Jones and Mr. N. P. Barksdale. The committee studied the whole subject and reported to the faculty on February 5, 1930.⁴³ It said that any group of students who desired to establish a fraternity or sorority at Lincoln University should petition the Committee on Fraternities and Sororities for permission to establish a chapter. The committee was clothed with the power to grant or deny such petition, subject to confirmation of the college faculty and the Executive Council. The committee was to guide and supervise any and all activities of these organizations.

The committee set up a high scholarship average for those who wanted to form such organizations. A minimum scholarship average of "B" was to be required for the charter members of any of these organizations. This high average applied only to those who entered in the beginning because after that the national average of the particular organization would apply.⁴⁴ Regardless of the national average, however, no student could be initiated in any such organization with a grade less than "C." The committee took the

⁴¹Letter, December 18, 1929.

⁴²Letter of December 18, 1929.

⁴³*Minutes of the Faculty*, November, 1929.

⁴⁴*Ibid.*, February 5, 1930. The system of grading was A, B, C, D, E, I, F

view that a failing student had no time to indulge in such activities and that he would need all of his time for school work.

Each Greek-letter organization was to be granted one closed formal function per year. This has been taken to mean that they were to be allowed also one informal social function each semester. It is to be regretted that the original idea was not kept in mind because these organizations have become much more expensive than intended.

The committee felt that no student in his freshman year should be admitted and that no other student should be invited until after he had spent at least one semester in residence at the institution. This was designed to prevent students from coming to the university for the purpose of joining these organizations. The initiations were to be held at such a time and place and in such a manner as not to interfere with any exercise of the University. There was to be only one initiation each semester. Despite all these safeguards, there is every reason to believe that too much energy is being put into the initiations on the campus. The rules remained in vogue until 1935 when they were slightly changed. The authority to grant new chapters was lodged with the Executive Council. The grades were to be certified by the Registrar's office.⁴⁵ This is the way these organizations are still governed. They have been an influence for good in the University and there is some indication that they have tended to promote scholarship.

Dr. J. D. Elliff was interested not only in having the president of the institution attend educational and scientific meetings, but was anxious that the teachers attend such meetings also. He said that the traveling expenses of the Board of Curators and president were paid from the maintenance fund and recommended that a small appropriation varying from fifty to a few hundred dollars be set aside as the actual traveling expense of the members of the faculty in visiting scientific meetings and the like. In every case the trip was to be approved in advance by the president.⁴⁶ The school had adopted the policy of having departments represented at some of the outstanding scientific meetings when possible. This school like other schools in this section, faces the problem of distance from the places where the meetings are held. For this reason it cannot be expected that the school will be represented at many of these meetings.

When the buildings were finally started, it was decided to have

⁴⁵The revised rules for Greek letter organizations passed by faculty, March 20, 1935 (unpublished).

⁴⁶Letter to Dr. N. B. Young, December 22, 1930.

a formal ground-breaking. The Education building was provided for from an appropriation which was granted by the state. At the same time the General Education Board of New York gave \$50,000.00 for the erection of a home economics building. At this formal ground-breaking, Henry S. Caulfield, the Governor of the state, spoke, and he said, among other things, that he hoped this marked a new era in the history of the school because this year the school had received the largest appropriation in its history. He believed that it marked the starting of a period that would bring better physical equipment and more adequate appropriations. The Governor said he hoped to see rise here a great institution of higher learning comparable with the State University at Columbia. Lincoln University, he thought, had shown itself worthy. With very meager equipment it already had rendered a great service. Its students had gone forth as good and useful citizens, bringing credit to their state and race. Much as the buildings meant, he did not think they were of any greater relative importance than the steps that had been taken to advance its cultural standards. He said it was assured that with the raising of these standards of the school it would be accredited. This, the Governor thought, was hard to appreciate until one realized that for years the school had been a university in name only and its credits were not approved by recognized agencies, and young men and women who wanted to secure standard work had to leave the state. He hoped the time was near when this would not be necessary and the state would recognize its obligations and make educational equality more than a mere phrase. In this same address he referred to the elementary school and said he would not be satisfied until a school was within the reach of every boy and girl in the state." This address was in line with the inaugural address which he made in 1929.

There was an effort made to have the building named in honor of certain persons who had worked here. The local Lincoln alumni asked that the academic building be named in honor of B. F. Allen who served the school for more than twenty years.⁴⁸ There was no way of telling what the General Alumni Association wanted because it did not have an opportunity to express itself. It was probably not a question for the association to consider. The Board of Curators, after considering many names, decided to name the administration building College Hall and the home economics build-

⁴⁸Unpublished address of Governor Henry S. Caulfield delivered at Lincoln University, September 23, 1930.

⁴⁹Letter to the Board of Curators, December 9, 1930.



YOUNG HALL
The College Administration and Classroom Building

ing Anderson M. Schweich Hall.⁴⁹ The board in 1938 changed the name of the administration building to Young Hall, by which name it will hereafter be known.

Another innovation that President Young recommended at this time was that the University employ a person in connection with the State Department of Education who would go about the state and help teachers in service, or, in other words, engage in extension work. This work is still being carried on, much of it in southeast Missouri, where Negroes have moved in large numbers because of cotton culture. The teachers' salaries were low in that section and almost anyone could teach who could pass an elementary examination. The laws have been such that persons who have finished the elementary school could teach. There were many such teachers in this section. It was with a view to correcting this condition that this work was set up.⁵⁰ The person who was selected to carry on this work was Melbourne C. Langford, a graduate of Morgan College with a master's degree from Columbia University. It was the beginning of the extension work under a person especially appointed to take care of it. Such work has been going on in extension centers since that time.

Miss Lovey A. Anthony, the librarian of the university, reported to the faculty January 31, 1930, that Mr. Charles Nagel had made a gift of about fifteen volumes to the library. The collection embraced history, literature and music. This was an item of importance because few gifts had been made to the library. There had been a few gifts made before, but there is little or no information on record concerning them. She reported further that during the year, 556 bound volumes had been catalogued. These books strengthened the library where it had been weak, according to various surveys. The Rosenwald Fund had appropriated \$7,500.00 for the library, but the books were to be approved by that organization. Miss Anthony in that same report said that the list of books to be purchased out of the Rosenwald Fund grant had been approved by that body.⁵¹ The library was then, as it is now, one of the growing centers of the school.

President Nagel, who was greatly interested in the school, resigned⁵² from the board because it required so much of his time. He expressed the thought that it would be better to have someone

⁴⁹Minutes of the faculty, December 18, 1929.

⁵⁰Letter to W. G. Sanford, State Department of Education, August 29, 1930.

⁵¹Minutes of the Faculty, January 31, 1930.

⁵²Minutes of the Board of Curators, April 8, 1930.

else in the office who could give it more time. Through the resignation of President Nagel, the board lost a valuable member who had a wide business experience and a thorough knowledge of the educational needs of schools of higher learning.

Dr. Young realized that conditions could never be stabilized here as far as the presidency was concerned as long as the board was constituted as it was. The board differs from any other board in control of a state school. The board members at Lincoln were appointed for four years while those of the other state schools were appointed for six. One-half of the Lincoln board changes every two years, while those of other schools change one-third of their memberships every two years. This was one reason for the difficulty with the presidency. It has been the recommendation of students of the problem that the greatest need of higher education was boards with long terms so that tampering with them by political manipulators is virtually eliminated.

President N. B. Young wrote Dr. William J. Thompkins that the Alumni Association of St. Louis was making an effort to have a bill passed providing for the lengthening of the term of curators. The idea was to make the term the same as those of the state teachers' colleges and the University of Missouri. President Young said there was no reason why the Lincoln board should have a shorter term than the boards of the other schools and that such an act would prevent this body from being changed at the whim of the Governor and prevent the school from becoming a political makeshift.⁵³ The president also wrote to Senator Phil M. Donnelly of this district saying there was no reason why the curators of Lincoln University should have shorter terms than the curators and regents of the other state schools and that a law to that effect should be passed. He said that it would stabilize conditions at the institution and prevent the school from being manipulated by designing politicians.⁵⁴ President Young wrote Senator Donnelly again on March 11, urging him to see the bill relating to the Lincoln University Board of Curators through the legislature. Dr. Young thought that the bill should not be held up politically by maneuvering. However, the bill was not passed.⁵⁵

A bill of a similar nature had been introduced in the House as early as April 15, 1929, by Wathall M. Moore of the Third District of St. Louis. The bill proposed by Moore called for six members, three of whom should be Negroes. There was to be no reservation

⁵³Letter of February 28, 1931.

⁵⁴Letter, March 3, 1931.

⁵⁵*Senate Journal*, Vol. II., 1774, 55th General Assembly.

as to place of residence except that all should be resident citizens of Missouri and qualified voters therein. These members were to be appointed by the Governor as soon as possible after the passage of the act. The terms of the two members were to expire January 1, 1931; two were to expire January 1, 1933, and two were to expire January 1, 1935. The successors of these members were to be appointed for terms of six years. This proposed board of Lincoln University was to be organized after the manner of that of the University of Missouri and it was to meet annually and semi-annually. The wonder is why a bill so just and fair to the school and one shaped in accordance with those of other schools did not pass. Why the State Superintendent of Public Schools was put on the board is not clear. Lincoln University did not have specific statutes, but took over those which governed the state university, and the State Superintendent is not a member of that board of curators. It would seem that this particular arrangement would have been followed as the others were followed. As long as this school was known as Lincoln Institute and had a Board of Regents, it is easy to see why this officer was there; it is difficult to see why he was still there if Lincoln was to be in all respects like the University of Missouri.

The General Education Board, before agreeing to put money in this school, decided to make a survey. Its own experts were sent into the field to survey and ascertain the needs of Negro education in this state. The men who worked on this project were Dr. Frank P. Bachman and Dr. Doak Campbell of Peabody Teachers' College, Nashville, Tenn. They appeared before the Board of Curators in its session on April 8, 1930.⁵⁶ They said that they had made a study of education in the state and had reached some interesting conclusions. They expressed the opinion that the greatest contribution Lincoln could make was as a teacher-training institution and recommended that it should bend every effort to that end. The courses in the catalogue were changed to fit those needs, as these experts saw them. The most noticeable change was in the science field where the courses were changed from four- and five-hour courses to three-hour courses. The school is now overcoming that influence and is slowly restoring these courses to the place they once occupied.

Another inspection was thought desirable at this time to see if we had made enough progress to enter the North Central Association. This inspection was made by Dr. E. B. Stouffer, Dean of the

⁵⁶*Minutes of the Board, April 8, 1930.*

Graduate School of the University of Kansas. He held a conference with the State Department of Education and the members of the Board of Curators, in addition to the usual inspection of classes and conferences with administrative officers. He pointed out the strong points: the first was that of the buildings under construction, the second that of the sincere desire on the part of everyone connected with the institution to offer to the Negro youth better opportunities for advanced study.

He considered that the faculty was at that time inadequately trained in several fields for teaching at the senior college level. The second point of weakness was the inadequate background of experience on the part of the administration and the faculty for the establishment of the curricula, proper standards and the general atmosphere of a collegiate institution. This inspection did much to cause the board to bestir itself to overcome this condition. When the faculty was judged by the curricula under which it was teaching and at that very time forced upon it, it goes without saying that it was not as well trained as the North Central required. The recommendation was that the school be not accredited at the time, and North Central concurred in that recommendation. Dean Stouffer suggested that the institution should be invited to apply again when the personnel of the staff had been sufficiently strengthened. Each one of these inspections, even though the school did not get in, helped because it pointed out what the school's needs were in order to qualify.⁸⁷

President Young wrote to T. B. Watkins, a member of the Board of Curators, and reported to him the results of the inspection. Lincoln University was to continue in the list of North Central Institutions of higher learning as a teacher-training institution, but was not admitted for some time to the status of a liberal arts college. President Young believed that when these improvements were made, the school would be admitted to the North Central Association.⁸⁸ No further effort to get the school in the association was made during the remainder of Dr. N. B. Young's administration.

Dr. Young exerted every effort to get a good appropriation for the school in order to carry out the things which had been pointed out as essential in its many activities. The things which he had asked for were as follows: an increase in the appropriation, a building for a laundry, stokers for the power house, an appropriation for repair of the old model school which had been damaged by fire, and adequate appropriation for agriculture which was

⁸⁷Report to the North Central Association by E. B. Stouffer.

⁸⁸Letter of March 25, 1931.

necessary if the school were to secure federal aid and an appropriation for a mechanic arts building. It was believed that one of the outside agencies which contributed to Negro education could be induced to contribute to such a building. The Tax Commission, before whom was submitted the budget, did not agree with all of this and reduced some of the items. The legislature is supposed to be guided by the Tax Commission's report, and that was the reason for the effort to have a favored recommendation.

President Young wrote to J. B. Edwards, president of the board, telling him the recommendation of the Tax Commission which showed no appropriation for a mechanic arts building, no appropriation for stokers, nothing for restoration of the burned building, and nothing for extension work and lectures. There was also not sufficient appropriation in the report for some of the other items. These things were very essential, the president thought, because this was a land-grant college.⁵⁹ On March 2, 1935, the president of the University wrote to E. W. Keithly, chairman of the House Appropriations Committee of the 56th General Assembly, urging him to increase certain items and restore certain others. President Young said the Board of Curators had followed the policy of asking for what was absolutely necessary and had not asked for more than was necessary with the thought that the legislature would cut it down.⁶⁰

The legislature did increase some of the items in the budget. The total amount appropriated for Lincoln University was \$520,-655.00 for the biennial period. There was, however, the unexpended balance in the appropriation of \$250,000.00 which was provided in 1929 for the educational building.⁶¹ It took lots of effort on the part of the president and those connected with the administration to steer this appropriation through.

The Board of Curators met on April 6 and failed to elect N. B. Young, but in his place it elected Dr. Ambrose Caliver, senior specialist in the Bureau of Education of the Department of the Interior, at a salary of \$4,000.00 beginning June, 1931. Dr. Caliver expressed the belief that he could render a greater service to the Negro race in the position he held.⁶² Thus the services of N. B. Young with Lincoln University were terminated. He gave impetus to the college work here and started the school on the road to accreditation. It had become known outside of Missouri and was

⁵⁹Letter, February 5, 1931.

⁶⁰Letter, March 2, 1931.

⁶¹*Laws of Missouri*, 1931, 41.

⁶²*Minutes of the Board of Curators*.

attracting students from various parts of the country. Much progress which it had achieved was due to the energy and foresight of N. B. Young.

President Young wrote letters to the board members thanking them for the aid they had given him. He said despite certain unpleasant aspects he had enjoyed the service and hoped he had made a contribution to the cause of Negro education in Missouri.⁶³ He wrote another member that he came to the educational service of Missouri with the sincere desire to help.⁶⁴ He said that he regretted very much that circumstances over which he had no control had finally blocked his effort. He was broad enough not to hold any enmity toward those persons who he must have thought did him an injustice.

With this service at Lincoln University, there passed from Negro education one of those persons who belonged to the first generation of educators after the Civil War. He devoted his entire life to fighting for a decent consideration for the Negro from an educational point of view.

⁶³Letter to J. B. Edwards, president of the Board of Curators.

⁶⁴Letter to J. B. Coleman.

CHAPTER XII.

LINCOLN UNIVERSITY SINCE 1931

THE HISTORY of Lincoln University after the year 1931 is somewhat different from what it was before that time. The school was beginning to move into a larger sphere of usefulness and new buildings had just been finished. One of them was College Hall (the name of which was changed by the Board of Curators in 1938 to Young Hall in honor of President N. B. Young). It was erected to take care of the work of the liberal arts college. It contains classrooms, administrative offices, library, laboratories, gymnasium, and some of the departmental offices. This building permits the work of the high school to be housed in a separate building and it also relieved the congested conditions in Memorial Hall. The second building that was erected at this time was the Anderson M. Schweich Hall, named in honor of Anderson M. Schweich, who spent several years here as steward and boarding-master. It was erected as a cafeteria and was also to be used as a place to give instruction in home economics. Money for its erection came from a grant made to the school by the General Education Board and represents the only building on the campus which has been secured from any source other than the state. These were the first buildings which had been erected at the school in almost a decade, and they were needed to take care of the growing student body. Foster Hall, the last building erected before College Hall and Anderson M. Schweich Hall, was made possible by an appropriation from the legislature in 1921, just ten years before—a fact which gives some idea of the state's attitude toward educational institutions. On this item the other schools in the state had suffered in the same way during that decade, but they had not suffered the same way in previous decades; thus they were better equipped to carry on their work than was Lincoln University.

When the board met and formally dispensed with the service of President Young, it left the school without an official head. It remedied this condition by appointing Professor W. B. Jason as acting-president until a new president could take over the school. On April 6, 1931, the board elected Dr. Ambrose Caliver as presi-

dent of Lincoln University at a salary of \$4,000.00 per year. This, of course, carried with it the use of the president's house, including light, heat and water. The election was for a period of three years.¹ Doctor Caliver had had considerable experience as a teacher and as an administrator. He was educated at Knoxville College, where he received his Bachelor of Arts degree in 1915. He was interested in industrial arts and spent the year 1915-1916 at Tuskegee Institute. He studied further at Harvard, where he received a diploma in personnel management in 1919. He continued his study at the University of Wisconsin, from which institution he secured his A. M. degree in 1920. He secured his Ph.D. degree from Teachers College, Columbia. His teaching experience was varied and embraced almost every type of teaching. Immediately after graduation he became principal of the high school at Rockwood, Tennessee. From there he moved to Texas, where he became assistant principal of the high school at El Paso, Texas. In 1918 he became head of the Manual Arts Department of Fisk University, a position which he held until 1925. From 1925 to 1927 he was Assistant Dean at Fisk University. He was later elevated to the deanship which he held from 1927 to 1930, when he left to study for his doctorate at Columbia University.²

The board had shown in the selection of Caliver that it was attempting to bring an outstanding educator to the leadership at Lincoln. To the great disappointment of the Board of Curators, Dr. Caliver found that it was impossible for him to accept the presidency. He felt that he could render a greater service to humanity by remaining in the position he then held and now holds as specialist in Negro education in the Bureau of Education in the Department of the Interior. The board had to turn its attention to some other prospect. It found itself in a dilemma for the reason that some of the citizens thought that the board had done President Young an injustice and demanded that a person of a high order be secured.

The board, in order to overcome this difficulty, began looking around for an outstanding educator. The choice fell upon Charles Wilbur Florence, who was then studying at Harvard. He was interviewed in Cambridge, Massachusetts, by Dr. J. D. Elliff, president of the Board of Curators, and the board took the matter of his employment under consideration. It was thought before the choice was made that the candidate should see the school which he was to administer and meet the board with whom he was to work. The

¹*Minutes of the Board of Curators*, April 6, 1931.

²*Who's Who in Colored America*, 1931-1932, 78.



C. W. FLORENCE
President, 1931-1937

board authorized Superintendent Charles A. Lee to write to Charles W. Florence, 17 Andover Hall, Harvard University, Cambridge, Massachusetts, and to invite him to come to Missouri for the purpose of meeting the members of the board and the governor of the state.³ The trip was made in accordance with the request of that body. The impression of both parties was evidently satisfactory because the Board of Curators in its meeting on June 21, 1931, elected Charles W. Florence as president of Lincoln University at a salary of \$4,200.00 per year. The term of election was for a period of three years. President-elect Florence was to take office as soon as possible, but not later than August 1, 1931.⁴

President-elect Florence was a native of South Brownsville, Pennsylvania, which is a suburb of Pittsburgh. His early education was in the schools of his native city. He entered the University of Pittsburgh at the completion of his secondary work. He majored in education and philosophy, in which subjects he did excellent work. In addition to his classroom work he was interested in extra curricular activities. He singled out as his special field of interest, debating. He was a member of the debating team and was elected its captain in his junior and senior years. He was awarded the silver and gold medals given by the University for distinction in that field. This indicated that while young, Florence was a good student, that he had other interests, and was well-rounded in his training. He was called to Virginia State College as Professor of Education, assistant to the president, and dean of the college. He returned to Pittsburgh in order to take work in the graduate school, and was awarded his Master's Degree in 1923. President-elect Florence continued his study and in 1929 went to Harvard in order to work toward his doctorate. He spent two years there and finished all course work for the degree and passed his qualifying examinations. Only the writing of his dissertation was left to do when he came to Lincoln University. President Florence had every hope of soon finishing his work for his doctorate when he took over the presidency at Lincoln University. He found the work at Lincoln University so exacting that he was not able to bring it to completion during his administration here. At Harvard Mr. Florence kept up the same class of work he had carried on at Pittsburgh and won two scholarships for graduate study. From the point of view of training and experience the school had made a wise choice and the school could look forward to success. Everything indicated that

³*Minutes of the Board of Curators, May 9, 1931.*

⁴*Minutes of the Board of Curators, June 2, 1931.*

the school was about to achieve the objective which had been set for it as early as 1921—that of becoming a full-fledged college.

Dean Jason carried on the work from the time President Young's services were discontinued until President Florence took over the school. President Florence took up his duties on August 1 of that year. His first public appearance was on August 14, when he presided over the summer convocation. The main speaker at this exercise was Dr. Joseph S. Gomez of Kansas City, one of the leading ministers of the A. M. E. Church. He is now pastor of one of the largest churches in the denomination located at Cleveland. This was said by the local daily newspaper to be the largest summer school in the history of Lincoln, a statement which had been often made before. As an indication that the school was growing, there were students in attendance from forty-two counties of the state, and from ten other states, a fact which indicated how widely the school was becoming known.⁵ There were 206 students enrolled in the summer school at this time. There probably were two main reasons why the summer school enrollment increased: first, the teachers were becoming interested in the facilities offered at Lincoln and, secondly, the method of certification of teachers in the state had changed. It was not now possible for a person to receive the life certificate for two years of work. Formerly it had been possible for a person who had done sixty hours of college work to secure a life certificate. That probably was necessary in the early history of education in the state; now, however, because of the work of Lincoln University and other state teachers' colleges the standards are raised and thus the reason for the rush back to school. The summer school has continued to grow each year, attracting more and more persons to it.

When President Florence took the school over, there was much to be done to improve conditions at the institution. The new buildings, College Hall (now Young Hall) and Schweich Hall, had not been finished but were being made ready for acceptance by the state. F. C. Heariold, superintendent of buildings and grounds, reported to the Board of Curators that the terms of the contract on College Hall had been fulfilled and recommended that the contract be accepted.⁶ This gave the school two new buildings to add to its physical equipment. The fall term started with classes meeting in College Hall and meals being served in the school cafeteria located

⁵*Jefferson City Post-Tribune*, August 13, 1931.

⁶*Report of F. C. Heariold to Board of Curators* (filed in the President's office). The board should ask for written guarantees on certain specified items, he thought.

in Schweich Hall. This marked the end of the old-fashioned boarding department. The student was compelled to take what was prepared for him under the old system, but in the modern cafeteria a choice of foods was set before him and he could select whatever he desired. These two buildings and their facilities were opened at the beginning of this administration.

The Board of Curators had set up a new policy in order to meet the demands of the North Central Association in reference to its teachers. The Board of Curators had decided to give to the heads of the departments a year's leave of absence with half-pay in order that they might study toward their doctorates. The doctorate or its equivalent was set up as the qualification for the heads of the departments, a requirement which is still in force for the North Central Association of Secondary Schools and Colleges. At the time there was not a single person holding a doctor's degree on the faculty. In the fall of 1931 there were three members of the faculty who took advantage of this provision. They were A. A. Kildare, head of the Department of Physics; W. W. Dowdy, head of the Department of Biology, and W. Sherman Savage, head of the History Department. Others who took advantage of this provision in other years have been U. S. Maxwell, head of the Department of Chemistry; N. P. Barksdale, head of the Department of Languages; S. F. Collins, head of the Department of Education; C. A. Blue, head of the Department of English; W. B. Jason, head of the Department of Mathematics, and T. H. Miles, of the Department of Mathematics.¹ It is unfortunate that there have not been funds to keep this practice in operation. There have been other aids granted to the faculty of Lincoln University such as those from the General Education Board, the Rosenwald Fund and scholarships from schools. The aid given by the board and the aid of the special scholarship for Negro students granted by the state were of great assistance to members of the faculty of this institution.

In 1921, when the law set up Lincoln University, provision was made whereby Negro students could attend other universities. The courses desired must be those which were given at the University of Missouri, but were not given at Lincoln University. The Board of Curators of Lincoln University was to pay the tuition of such students to the universities of adjacent states. The word "adjacent" has been interpreted very broadly, for tuition has been paid in such distant states as New York and California; in fact, wherever Negro students have gone, so long as the funds lasted. It has not been

¹News release found in the office of the President. It was sent to the state papers, September 24, 1931.

nearly enough to take care of the students who have applied. Nothing in this act was to prohibit the curators from opening new courses and schools if in their opinion such were advisable.⁸ Many members of the faculty and other students have profited by this act. It is not possible to ascertain at the present time just how many have profited by this aid. These are some of the means by which members of the faculty were able to improve themselves educationally and reach the standards set by the North Central Association of Secondary Schools and Colleges.

There were additions to the faculty this same year. Miss Marcia Canty, who came to direct home economics, was a graduate of Columbia University, with a Master's Degree, and Miss Alice Harris, with a Master's Degree in home economics from the same school, was placed in charge of the cafeteria. Miss Harris has since resigned from the faculty at Lincoln University and has taken up work at the Cheney Normal and Industrial School at Cheney, Pennsylvania. Mr. Donald A. Edwards, A. B., M. S., from the University of Chicago, was acting head of the Department of Physics, in the absence of Professor Kildare. He is now professor of science in the Louisville Municipal College. Another addition was that of Miss Marguerite Burns, a graduate of the University of Chicago, who was to take charge of home economics in the high school. The last was the addition of L. H. Bryant, who formerly was State Inspector of Negro Schools and who had done graduate work at Columbia University.⁹ Mr. Bryant has also left the present faculty, but it is not certain where he is now located. He has remained in educational work, however. These new additions, with those who had served before, made up the faculty in the fall of 1931, when the new administration launched its program.

During this period the board members were greatly interested in the work of the school. A new administration had come into power and the board members desired to give all the aid they could to it. Dr. J. E. Perry, a member of the Board of Curators, made a report to that body on the health situation. He insisted that when students come to the school, they should be given a thorough examination so that the school authorities would know what help could be given in order to care properly for each student. He also thought health records should be kept. Dr. Perry called attention to a need which has not yet been met, that of a hospital. His idea was to turn the senior cottage, a small building which had been used for the overflow of seniors, into a hospital. It is now

⁸*Revised Statutes of Missouri*, 1929, Vol. II., 2652, Section 9622.

⁹News release in the President's office, dated September 24, 1931.

used for the nursery school. This building, Dr. Perry thought, could be fitted up as a hospital for an outlay of \$2,500.00. This outstanding physician and surgeon continued his health efforts by writing to Dr. James A. Stewart, secretary of the Missouri State Board of Health, to see what help could be secured from that source.¹⁰ The secretary, in reply, said that he would help in improving the health of the students of this institution. This report was made before President Florence took up the administration of the school, but the recommendation had not been carried out; thus the execution of them belongs to his administration.

Another member of the board discussed the condition of the students. He said that about ninety per cent of the student-body was asking for work. In fact, some could not return to school unless they got work, he said. It was during the first years of the depression and educators had not realized the seriousness of it; hence they had done relatively nothing about it. The depression was being felt here as it was in most other educational institutions. This board member added that in the completion of Schweich Hall \$308.00, which was paid out to others, might have gone to students. In another instance, he said \$265.00, plus architect's costs, was also let to those outside of the student body. Besides these contracts, he listed others which he felt should have been given to students. Among them, he thought, was a drainage system around College Hall which could have been done for about \$1,000.00. Another project which he suggested was development of a museum. The idea was probably a good one but the stipulation was that a Missourian should be in charge of the museum. This curator suggested that a registrar should be appointed and a Missourian should be in charge of that work.¹¹ This was an effort to meet a situation which had descended upon the school, the like of which had not been seen before. All schools had to turn about to make as many projects as possible in order to solve the problem which faced their students.

President Florence was ready to take over the school when it opened in September. He familiarized himself with conditions during the month he had been here. It must be understood that there is little an administrator can do his first year at an institution except to carry on things the way they had been carried on and observe what changes can be made. It is at least the second year before the

¹⁰*Minutes of the Board of Curators*, April 6, 1931. The letter from Dr. Stewart was received March 29, 1931.

¹¹Letter to President Charles W. Florence from J. B. Coleman, October 6, 1931. The recommendation on the students was probably a good one but it would seem that in the selection of college teachers the very best persons who can be employed for money available should be the criteria of selection.

president is in a position to make changes, from which time on he can be held responsible for success or failure.

President Florence gave his views on the condition of the school to the Board of Curators when it met on October 12. He discussed the condition of the school and the way it was able to do its work. In reference to the faculty, the president said the teachers manifested a spirit of co-operation. The morale of the school was not as high as it should be, he said, but there was hope of improving it, he believed, if the members of the faculty were willing to co-operate with him to that end. For that reason, he asked for no changes in the personnel; however, he did see the need of some additional assistance. The most important was that of a dean of men and a registrar. There had been deans of men before but the linking of the job with coaching of the athletic teams did not give the person who had that position sufficient time to handle it. Then most of these men had had no special preparation for the work they were called upon to perform. The president desired to secure a man who had special training in personnel work. The position of registrar for most of the school's history had not been a separate job but had been combined with the duties of the business office under the direction of the business manager. It had been, however, separated from that office for two years during the Jason administration. During the last Young administration and because of the shortage of funds, it was not kept as a separate unit. Neither of these recommended changes came about at this time. The president also pointed out the immediate needs of the physical plant. He thought that the most urgent need of the school was an activities building where the school could hold its assemblies and meetings of various sorts. That it would also house the departments of music and art, was his desire. This was a need which President Florence kept before the Board of Curators throughout his administration. It is to be regretted that nothing was done about this very obvious need. The school has not been in a position for years to invite the public to its programs for the obvious reason it does not have adequate seating facilities for the students and faculty. Also, the departments of fine arts has never been properly housed. It is to be hoped that these demands will soon be met so that better facilities can be provided and better relations can be worked out with the city.²²

One of the first public programs of importance for the new administration was that of Founders' Day. This, of course, was an

²²Minutes of the Executive Committee, April 15, 1932.

annual affair since the days of President Young's administration in 1924, but President Florence was interested in it and kept it as one feature of the school's yearly calendar. The speaker for that year was the Rev. H. B. Burton, pastor of the A. M. E. Church of Jefferson City. Reverend Burton had been a former professor of English at Lincoln University and was well prepared for the task. He is an excellent speaker and was well acquainted with his work through actual contact and preparation. The music was furnished by the orchestra and college choral organizations. The new buildings were thrown open to the public for inspection before and after the exercise. The management looked forward to a large number of visitors outside the city.¹³ There is every reason to believe there were not many from outside of the city who came. There are several reasons for this: first, because it is a time of the year when weather conditions in the Missouri valley are uncertain and many persons do not want to venture far from home with their automobiles, the means of transportation most of them would use. Another reason was that many of those who would attend and would be interested in that type of program would be the teachers in the state who would find it difficult to get away from their work so soon after the holidays. The date, being a fixed one, comes on different days from year to year. These factors will always militate against a large crowd here on Founders' Day. It is to be regretted that Founders' Day comes at such a time in the year, but little can be done about it because that is the day when the college was founded.

At this time the financial accounts of the school were audited by the state auditor, L. D. Thompson. The examination was and still is carried out at intervals by the state in order to find out how the funds appropriated by the state are spent. The accounts of the University had not been audited since 1927. The audit was for the period from October 1, 1927 to June 30, 1931. The auditor's office, because of an insufficient number of workers, was not able to make a yearly audit, a practice which would be more desirable, because faulty features of bookkeeping and accounting might be eliminated before they have gone too far. The only criticism made at this time concerned the system used in the sale of books to the students. The report said that it was unsatisfactory and should be changed to one which would provide a receipt for the student when the purchase was made and a duplicate kept in the permanent files of the University. This defect has been remedied.

¹³*Post-Tribune*, January 14, 1932.

Certain features of the work which had been accomplished by the new administration were set forth in the president's report to the Board of Curators. The most important items were the improvement of the scholarship of the student, of extra-curricular activities, the quality of teaching, and the establishment of *The Clarion*. The improvement in college teaching was determined by means of a study which the faculty carried out. The methods and procedure of college teaching have been and still continue to be a point of attack for those interested in educational administration. There is much room for improvement but for obvious reasons it will be a long time before the college teachers of subject matter and the students of teaching procedure will agree on what is wrong and what change should be made. However, this administration was willing to attack the problem. The president was further interested in placing upon the students themselves the responsibility for their own improvement. How far and in what way this was to be done is not exactly clear in the president's report but undoubtedly much could then and still can be done in that respect.

Another way in which the scholarship could be improved was by means of the comprehensive examinations of seniors in their major fields. This was only an experiment in 1932 but the results were so satisfactory that the president's request for a continuance of them was approved by the faculty and the Board of Curators. They have continued until the present time. There probably are many good features in such an examination for it causes the student to do considerable outside reading and some way synthesizes the many courses he has had in his major field. There are also some disagreeable features in it as it is administered here. The student has to carry a full schedule at the same time he prepares for his examination. In the second place, the faculty members are not agreed on the importance of these examinations. In the third place, the student gets no credit for passing the examination but is held up from graduation for six months if he does not pass. Finally, students who are taking degrees in secondary education must pass two comprehensives, a condition which means that the work cannot be well done. When these things are remedied, it will be a great help and will doubtless accomplish what President Florence intended: improve the scholarship of the students in Lincoln University.

Among the extra-curricular activities none was more important than the new emphasis on debating. This activity had been dropped for some time for one reason or another. The president's report said a fair degree of interest and skill had been developed, but not

sufficient to win decisions. There was much help to be gained regardless of whether debates were won or not; the student learned how to handle facts and to evaluate them, as well as logically to present a case. This was like some of the other phases of college life; too much emphasis had been placed upon winning and losing. That, to some extent, has been overcome in college debating by holding non-decision debates. The debating team met teams from the following schools: Langston University, Arkansas State College and LeMoyne College. This activity has now become one of the leading extra-curricular activities of the school.

Another extra-curricular project, established by the students themselves, was *The Clarion*, the student paper. This was a welcome event in the student life at the institution. It gave the students an opportunity to express themselves, and it is of great aid to those who would work with the history of Lincoln University in giving what happens on the campus. This paper was to be published every two weeks. This has continued and undoubtedly is developing into a bigger and better paper and serving to give the student a medium through which to disseminate his ideas and has become a factor for good in the university.¹⁴

The effort to improve the faculty so as to meet the standards set up by the North Central Association had begun by granting leaves of absence with half pay to faculty members who would attend graduate schools. Such a policy prevailed before this administration was placed in charge of the university, but it was recommended to the board for continuance. This has continued for some years; however, the school has not been in a position to carry that on for several years. It is to be desired that the sabbatical leaves will soon be re-established. It is the one way that the school can take a high place among the institutions of learning and the way faculty members can find time to make substantial contributions to the fields of research. It is also essential that the school provide special leaves for some of the members of the present staff.¹⁵

There was another problem that faced the school and caused some concern. It was the Dalton Vocational School. This, too, had been a problem for the Board of Curators before President Florence came to the school. Largely with gifts from friends, this school was founded in 1907 by N. C. Bruce, at one time an inspector of

¹⁴*Post-Tribune*, January 14, 1932; *President Florence's First Annual Report*, 1932.

¹⁵*Ibid.* This was a very comprehensive report and covers the work of the administration.

Negro Schools of Missouri. A Board of Trustees, organized in 1911, conducted the institution as an industrial school for Negro Youth. In 1925 the trustees of the institution donated fifty acres of choice land to the state for the purpose of establishing an agricultural extension model farm to be used for offering vocational and industrial training for Negro youth. This work was under the control of the board of the University of Missouri until 1929 when it was transferred to the curators of Lincoln University.¹⁶ The university took over the fifty acres of land which had been given by the state, but the other land was under a heavy mortgage so that about all Lincoln University got was the fifty acres. The question before the board was whether it should conduct the project as an experimental station, as the curators of the University of Missouri had done, in the case of that school, or whether it should make an industrial school out of it. President Florence said his knowledge of the Dalton situation would lead him to believe that a splendid vocational high school could be developed there to serve that community. He thought that because of the lack of finance it might be well to continue this as a public school. If such an arrangement were worked out, the school would be eligible to receive state aid.¹⁷ This was the solution which the president had to offer and it was a very worthy one. It was the one in vogue, with certain modifications, until recently.

The Executive Committee took up the matter of Dalton with relation to Lincoln University. The matter was discussed by the committee with Mr. George W. Reavis, Director of Vocational Education of the State Department of Education, to see what help could be secured from that source. At another meeting at the same time the Executive Committee defined the relationship that existed between Lincoln University and Dalton Vocational School. That was that the Dalton Vocational Farm should hold the same relation to Lincoln University as the university farm in Cole County. The Board of Curators was to have no connection with the Dalton Public Schools.¹⁸ This was all that was done for the time being, but the school was still the problem child of the curators throughout this administration.

The Board of Curators constantly received letters from members of the faculty. The board members desired to answer them, but they thought that the communications should pass through

¹⁶*Unpublished History of Dalton*, which is in the files of the President's office.

¹⁷*President Florence's First Annual Report*, 1932.

¹⁸*Minutes of the Executive Committee*, April 15, 1932.

the hands of the president of the board. The text of the motion covering the matter required that all communications from the members of the faculty and other employees of the university be sent to the board in care of the president, who should read and make such comments as he desired. The communication was then to be presented to the board at its next meeting.¹⁹

The Educational Conference of High School Principals and College Teachers of Missouri was established at Lincoln University during the first year of this administration. It was held April 15 and 16 and was well attended. The theme of this conference was "The Articulation Between High School and College."²⁰ It was a very timely subject for Missouri because it enabled the high school to understand more fully what the college was doing and the college to understand more fully what the high school was attempting to do. There were addresses delivered by members from the various groups. The principal speakers were Dean Irion and Professor Phillips, both from the University of Missouri. The conference had a far reaching influence besides stimulating those who were present; it gave the teachers working in the state a better idea of the relationship between the high school and the college.

The first conference was so successful that it was decided to make it an annual affair. The subjects which were discussed and the persons who have appeared have been important, indeed. At the third conference the general theme was "Re-Examination of Objectives in Education." Some of the speakers who appeared on this program discussed the different phases of the problem. Among them were Dr. Earl Collins of Central Teachers' College, Prof. L. S. Curtis of Stowe Teachers' College, and J. R. Robbins, Dean of the Graduate School of the University of Missouri.²¹ At these conferences, timely subjects were discussed and outstanding men and women in the educational world made their contributions. Dr. Walter S. Monroe of the University of Illinois, Dr. Charles Johnson of Fisk University, and Mary McCleod Bethune, president of Daytona-Cookman College, but now connected with the Federal Youth Administration, were other outstanding speakers at these meetings. Several members of the teaching staff of Lincoln University also

¹⁹*Minutes of the Board of Curators*, June 2, 1932.

²⁰From the First Annual Report of President Florence. In attendance at the conference were: one assistant superintendent of education, two college presidents, two vice presidents, three deans of colleges, three superintendents of education, two directors of vocational education, two college registrars, ten high school principals, thirty-four college teachers. The total, ninety-three.

²¹*The Program of the Second Educational Conference*. A copy of the program is the property of Lincoln University Library.

appeared on the programs of the educational conference.²² It is to be regretted that a conference was not held last year. It is a hope that it will be re-established because it fills a long-felt need and gives an opportunity for educational leaders in the state to come together and discuss ways and means of improving college and high school work.

The first loan fund was established in 1932. It was what President Florence called the first gift of its kind in the history of the school.²³ It was a donation of \$196.97 in order to set up a student loan fund. The interest, according to the wishes of the donor, could be loaned to a worthy senior. The students who desired loans had to make notes and furnish security. To know who the donor was and how the gift happened to be made to the school by a person who had never seen the school is rather interesting. The gift was from Mrs. Annie Robinson, who was born in Tennessee in 1852. She resided in Topeka and then in Wichita and later moved to a place called Tuscon, Kansas, where she occupied land under the Homestead Act. She lived in that community for fifty-six years, and was the only Negro who continuously resided there. Others had been there, but they had moved away for one reason or another. She was considered rather peculiar, but was highly respected for her honesty and thrift. For many years she did all the work on her farm without assistance from anyone. She found herself without the association of Negro people. She made up this void by reading all she could about them. She left the bulk of her estate to six colored schools, which she thought most worthy.²⁴ This explains how Mrs. Robinson became interested in these schools and why she made this contribution to Negro education.

President Florence said in reply to Mrs. Renfro that the students, faculty and Board of Curators were thankful for the bequest.²⁵ In this report to the Board of Curators he expressed the hope that it would inspire other gifts and scholarships. As a matter of fact, it was the hope of the president that an effort would be made to establish scholarship and loan funds for the benefit of deserving students.²⁶

Another bit of information that was of great importance to the

²²*The Program of the Second Educational Conference* is available in the Library.

²³*Report of the President to the Board of Curators*, December 17, 1932.

²⁴Letter to President Florence from Mrs. Francis Renfro, March 26, 1933. There is a discrepancy in the spelling of the name. Mrs. Renfro spells it Robenson while President Florence spells it Robinson. The spelling by the President is the common spelling.

²⁵Letter from President Florence to Mrs. Francis Renfro, December 3, 1932.

²⁶*Report of President Florence to the Board of Curators*, December 17, 1932.

school was that an application for accreditation had been made to the North Central Association of Secondary Schools and Colleges. At the time of this report, survey questionnaires had been made out and returned, and it was thought the survey would be made during January or February of the following year. This inspection was carried out on January 11, 1933, by F. E. Baker, president of the State Teachers' College of Milwaukee, Wisconsin. This was a comprehensive report and took into consideration all phases of the school. It pointed out the many fields in which the school failed to meet the standards set by the North Central Association. Regardless of these shortcomings, the inspector recommended that the school be admitted as essentially meeting those standards. Despite this strong recommendation by this inspector, the school was not admitted. The school had been inspected two years before by Dr. E. B. Stouffer, Dean of the Graduate School of the University of Kansas. By comparing conditions at the school as set out by F. E. Baker with those set out in the Stouffer report, it could be seen that much progress had been made and that the school was continuing to develop. While this was nevertheless somewhat of a disappointment to the administration, it was encouraging in another respect because it made clear what it was necessary to do in order to comply with the standards set up by the Association.

The problem of securing an appropriation is one of the chief functions of the president of a land-grant college. This problem faced President Florence in the fall of 1932 and the winter of 1933. The requested budget for the biennium 1933-1934 was \$431,200.00, which provided for one building. The particular building was one in which the president was much interested and the one which he liked to designate as an activities building. It was to house the departments of music and art and to furnish a much-needed auditorium. An appropriation of \$75,000.00 was asked for this item.²⁷ The amount was approved by the Board of Curators and passed on to the Tax Commission and the governor for their approval before it was sent to the legislature.

The amount recommended by the Tax Commission for all purposes was only \$194,00.00. The amount for the previous biennium was \$520,155.00. It must be remembered, however, that \$214,155.00 was re-appropriated for College Hall.²⁸ A meeting of the Board of Curators was called for January (1933) for the purpose of discuss-

²⁷*Biennial Report of the Board of Curators*, Lincoln University, to the 57th General Assembly, Part II., 11.

²⁸Letter from President Florence to Superintendent Charles A. Lee, December 30, 1932.

ing the amount which had been recommended by the school to the Tax Commission. This was stressed by the president of Lincoln University, who sent out the call to the president and vice-president of the Board of Curators for an urgent meeting. If the recommendation of the Tax Commission should prevail, President Florence cautioned, the school would virtually be destroyed, insofar as its standing as a college was concerned. The President thought the situation required serious consideration and constructive action.²⁹ If such a meeting was held, no record of it appears but this effort put forth shows how desperate the situation was and what had to be done. Letters were sent to leading members of the legislature in order to have them consider this matter seriously. Some of the persons to whom the president explained the situation were Senator Phil M. Donnelly, who was from the senatorial district in which Lincoln University is located and who was a member of the Senate Appropriations Committee; Rep. H. L. McCawley, William Meredith, Speaker of the House, and others. This gives some idea how much work falls upon the president of a college whether public or private.

The amount which was appropriated was not the amount of \$311,000.00 which the president of Lincoln University insisted upon. It was an amount below which the school could not go and maintain its standing. This argument probably had some effect. Instead of following the recommendation set up by the Tax Commission, the Legislature increased the amount. The amount which was appropriated to the school was \$286,000.00 for all purposes.³⁰ The school had to drop its request for buildings in order to secure more consideration for its other items. What happened at this time happens at every meeting of the Legislature when the school is asking for an appropriation.

While the president and members of the Board of Curators were fighting for an appropriation, a bill was introduced in the Senate, limiting the salaries of teachers and the president of Lincoln University. This was a general bill which was to affect all salaries of persons working for the state. It was introduced by Sen. Phil M. Donnelly. The purpose of the bill evidently was to have the state authority fix the salaries rather than allow them to be fixed by certain elected officials who at this time could fix the salaries of persons in their employ within certain limits. This was a far-reaching bill and affected almost every employee in the state. Lincoln University was included in this bill along with the other

²⁹Letter to Superintendent Charles A. Lee, January 3, 1922.

³⁰*Laws of Missouri*, 1933, 124.

departments, bureaus and commissions." The restriction in the bill was destined to work a hardship upon the educational institutions, since it would prevent them from competing for the best teachers available.

In the case of Lincoln University, it was definitely handicapped by the restrictions written in this bill. The Executive Committee of the Board of Curators took up the matter with the leaders in the legislature and the governor of the state. The reason that the Executive Committee called the attention of the governor to this matter was a fear it held that the governor, in the press of other duties, might have overlooked the matter. The committee felt that such a restriction would make it impossible for the school to compete with schools and colleges that could pay much larger salaries and thereby secure the type of men which Lincoln University had to have if it were to remain a standard college. The school had lost to the St. Louis School System and other colleges some of its most valuable teachers because it could not meet the salaries offered by these institutions, and this condition still has not been remedied. The professors at Lincoln University were and are still receiving from \$700.00 to \$2,100.00 less than teachers at the other state colleges and at the University of Missouri. This, despite the fact that they are expected to maintain the same rigid standards, both educational and professional, that the teachers in these other schools must maintain. It was felt that to restrict further the efforts of Lincoln faculty would be to destroy the efforts which were being made for standardizing the college. The Governor was asked to use his influence to have this restriction lifted."

The efforts made by the Executive Committee of the board evidently had some effect because on March 15, Senator Donnelly offered an amendment to his bill by striking out lines 199 and 200, which were the ones that contained the objectionable features." Thus, by the effort of the Executive Committee, the school was saved from this situation.

The same information was set forth in President Florence's address before the Appropriations Committee of the House of Representatives. He tabulated this information so that it could be more easily understood." With this question already existing, one won-

¹*Senate Journal*, 57th General Assembly, 1933 Regular Session, 56; Senate Bill 17, January 17. The writer could not locate the bill.

²Letter from the Board of Curators to Governor Guy B. Park, March 11, 1933. Located in the President's office.

³*Op. Cit. Senate Journal*, 56.

⁴Concise statement of the needs of Lincoln University before the Appropriations Committee of the 57th General Assembly. Manuscript in the President's Office.

ders how the lawmakers expected to carry out the spirit of the law of 1921. The other reason the president was so insistent that Lincoln University should be properly treated was because Lincoln was the only place where the graduates of the Negro high schools of the state could study, and it was desirable that they be assured the best teachers and equipment.

Extension work had been established as early as the last years of the Young administration. It had now grown in importance and extent. President Florence, in a letter to Superintendent Gerling, informed him that a number of teachers who had been taking extension work under the direction of Stowe Teachers' College had expressed a desire to have Lincoln University take over this work, since the work was being abandoned by Stowe Teachers' College. The president of the university said that he had been informed that Superintendent Gerling was in favor of advertising such courses in the various schools of the city. It was explained that this understanding accounted for the sending of printed documents to the various schools. A meeting of the teachers was called on February 21, 1933, at 8:00 o'clock in the Y. M. C. A. Building on Pine Street in St. Louis. The purpose of this meeting was to make clear the nature of the courses and the general conditions under which they were to be given.³⁵ The work of the school was thus made available to the people of St. Louis and this was in accordance with the policy of the institution in recent years.

There were extension centers in other parts of the state also. However, more of them were in Southeast Missouri, where the salaries are such that many of the teachers are unable to attend Summer School or take a year from their duties in order to improve their work. There were other sections of the state where extension work was being carried on. Such an extension class was set up at Marshall, Missouri. The person who was authorized to proceed with a class in Psychology was Miss Mary W. Fisher. The textbook used there was *Psychology, A Study of Mental Life* by Woodsworth.³⁶ The purpose of giving the textbood in such minute detail was in order that courses given off the campus would correspond with those on the campus. Extension work still renders a great service to teachers of the state.

The first item of importance in the year was Founders' Day. It was much like those which had preceded it. However, this

³⁵Letter from President Florence to Superintendent Gerling, February 22, 1933.

³⁶Letter from President C. W. Florence to Miss Mary W. Fisher, February 22, 1933.

Founders' Day program is mentioned in particular because it contained some features that did not appear in every one of the former celebrations. It was held on Sunday so that those persons could come who had been kept away from this service on other occasions because of other duties. The principal speaker on this occasion was Prof. Walter H. Harrison, then the principal of Attucks School in Kansas City, Missouri. The main feature was a presentation by Mrs. Rosetta Bennett Graves on behalf of her father, the late Logan A. Bennett, one of the soldiers who belonged to the 65th Colored Infantry which aided in the founding of Lincoln University. The gifts were the old army muskets which he used in the Civil War. The school hopes to establish a museum and when this is done these are some of the things one will find in it. It is to be hoped that this will be an accomplished fact in the near future."

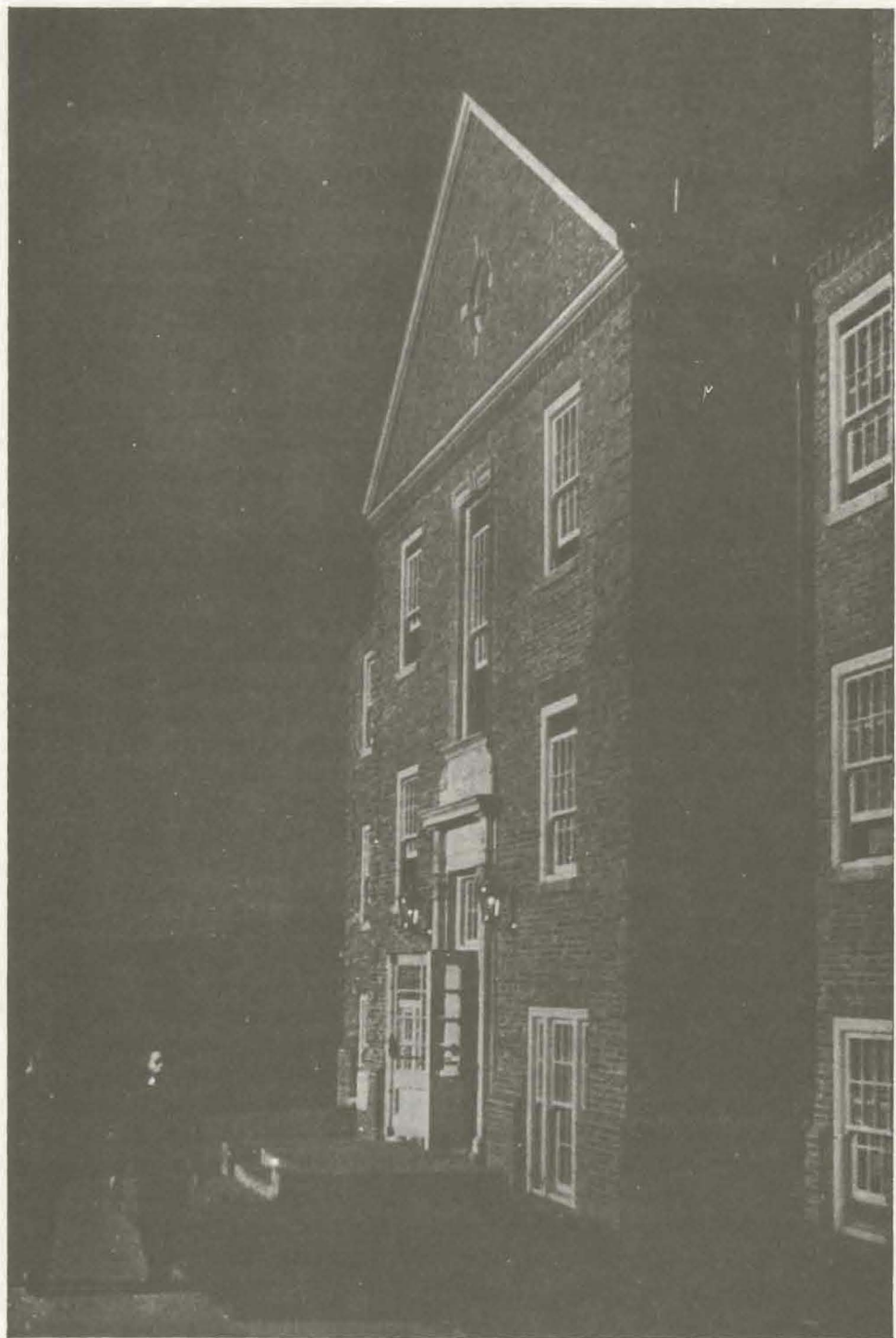
The real accomplishment of this year was the admission of Lincoln University into the North Central Association of Secondary Schools and Colleges. This represented more than a decade of effort on the part of the Board of Curators, administration, and faculty. With the advent of the first administration of N. B. Young began the work which was planned to get the school into that association and every administration thereafter accepted this as the prime objective of its being. The various inspections had done much to point out the needs of the school and the methods to be employed in meeting them. President Florence said that this approval came on April 20, 1934.³⁷ The meeting of the North Central Association of Secondary Schools and Colleges was held in Chicago between the dates of April 19 and 21. The president said that this was the natural outgrowth of the act passed by the General Assembly in 1921. He further said the accreditation of the school was the realization of the expressed purpose of the State of Missouri to give to all of its citizens equality of educational opportunity. There was then, and there still are, many more steps before that objective can be fully achieved. There is every reason to think that more will be done in the future to provide equal educational opportunities for Negroes. This action also placed the stamp of approval on all work which the school was offering. It put the credits which students received on a par with those of other schools of this and other sections of the country. It removed one of the stumbling blocks in the way of the school's development.³⁸

The president felt that inasmuch as the school was accredited,

³⁷Founder's Day Program, January 14, 1934.

³⁸Letter from President Florence to Charles A. Lee, April 24, 1934.

³⁹*Annual Report of the President to the Board of Curators*, 1934.



ALLEN HALL
Dormitory for Boys

the Board of Curators could turn its attention to the physical plant. He pointed out the school's needs in order that it might serve in its maximum efficiency. They included a new dormitory for men, \$150,000.00; activities building, \$125,000.00; laundry, \$40,000.00; mechanics arts building, \$75,000.00; physical education building, \$65,000.00; women's dormitories (two), \$300,000.00; complete renovation or removal of present dormitories, \$45,000.00; agricultural plant, \$73,000.00; livestock barn, \$5,000.00; modern dairy, \$6,000.00; poultry house, \$3,000.00; hog barn, \$2,000.00; high school building, \$125,000.00; grading and terracing the campus, \$20,000.00; additional land, \$28,000.00; farm, \$18,000.00; private property adjoining the school, \$10,000.00; grandstand and bleachers on athletic field, \$15,000.00; general campus maintenance, \$550,000.00; library building, \$57,000.00; science building, \$175,000.00; classroom building, \$150,000.00.⁴⁰ These were the physical needs which were pointed out so clearly in 1934, and which have not yet been filled. The list showed the keen insight which this educator had of the physical needs of the school.

The enrollment of the students for that year was of some significance. It was the largest enrollment of college students in the history of the school. President Florence credited this increase first, to the consistent effort being put forth to acquaint the public with the educational opportunities offered at Lincoln University; second, to the accreditation of the school by the North Central Association; third, to the assistance given under the FERA, and, fourth, the sponsorship of such features as Lincoln University High school Day and the Educational Conference.⁴¹ The actual increase in the college enrollment was seventy-seven students, which was 32.21% over the college enrollment for the first semester the previous year. The reasons ascribed by President Florence for the increase in enrollment were probably correct.

When the matter of accreditation came before the Board of Curators in the May meeting, the Teachers' Committee expressed the opinion that the standing of the school was due in a large measure to the improved personnel. The committee favored security of tenure for faithful and efficient service and believed that such organization should be held intact, with only such changes made as were for the good of the service and the welfare of the school.⁴² At this same meeting the entire Board of Curators went on record as favoring the expression of appreciation to the administration

⁴⁰*Ibid.* Unpublished in the President's Report.

⁴¹*President's Report to the Board of Curators*, December 22, 1934.

⁴²*Minutes of the Board of Curators*, May 19, 1934.

and faculty for the type of school which had been maintained.⁴³ The Teachers' Committee especially expressed its gratitude and appreciation to Doctor Elliff and President Florence for the fine work they had done which enabled the school to get in the North Central Association. This commendation was well directed because those men, like all other persons connected with the school, had worked hard to bring about this achievement.

The board felt that, in a sense, the workers at the University had been responsible for what had been accomplished and went on record as favoring tenure for some of the persons who had rendered long service and had, in that measure, qualified for their positions. That body said it was a fixed policy of the Board of Curators of Lincoln University to reward efficient service of faculty members with permanent tenure of position and so far as possible by adequate salary. Further, members of the faculty who could meet the legal and technical requirements of their positions could expect permanent tenure when they proved their worth by efficient and faithful service to the university. There was value in this resolution so far as the faculty of Lincoln University was concerned, because that was the one reason that made it hard to stabilize the faculty—the lack of security of tenure. Those persons who were on tenure were only to be dismissed for cause. If such became necessary, the accused must be given a hearing in an open board meeting, with or without counsel, as he should elect. The Board of Curators placed fourteen members on permanent tenure.⁴⁴ It meant that such persons did not have to come up for election each year. However, this did not mean that it protected inefficiency.

This was the culmination of the effort which had been begun by the faculty as early as 1931. In the spring of that year, the faculty addressed a communication to the Board of Curators asking for rules on tenure and leaves of absence. This was not answered, so the faculty addressed another communication on June 16, 1931, which took up these points.⁴⁵ The faculty asked for a reply to this letter, since it had not had one from its previous communication. A letter was addressed to the faculty which took up the points the faculty had stressed. The letter from the Board of Curators said that the custom in all first-class colleges and universities was to recognize scholarship, character, and service by electing, without time limit, persons who showed themselves worthy in those respects. Such teachers were rarely ever dismissed, and never without

⁴³*Ibid.*, May 26, 1934.

⁴⁴*Minutes of the Board of Curators*, May 19, 1934.

⁴⁵Letter to the Board of Curators signed by eighteen members of the faculty.

a hearing. The board declared itself in entire agreement with that principle. The report also revealed that for more than a year the subject had been under consideration by a special committee of the board. The reason nothing had been done and the committee had not reported was that a peculiar faculty situation existed at that time. The board was not certain that the teachers were qualified to be elected without reference to time. Despite the services of some of the members of the faculty, the board questioned whether they should be placed on permanent tenure when it was known that such faculty members did not measure up to the standards of the accrediting association. This was the objective which the board considered, that of having the school accredited.⁴⁴ It can be seen that this whole matter had been given consideration and was the subject of discussion by the Board of Curators before this time, and that what happened in 1934 was the culmination of the effort of the Board of Curators in guarding the interest of the school and, at the same time, in looking out for the welfare of the faculty.

The board at this meeting on December 22, 1934, took up another service which had for its purpose the welfare of the faculty and workers at the institution. The Board of Curators passed a motion to contact the Liberty Life Insurance Company in order to secure group insurance for teachers. This type of insurance is in operation at many colleges and universities and in many school systems. It had been the subject of study by one of the committees of the faculty. In that study it was shown that some type of group insurance had been worked out among a group of members of schools studied.⁴⁵ Nothing further has been done about the matter and there has not been any plan of group insurance yet established. It is not known whether this is one of the projects of the Board of Curators at the present time. It is to be hoped that it will soon be established, and thereby bring cheaper insurance to this group.

The one thing that was a source of gratification to the president of the university was the improvement in the training of the faculty during the life of this administration. Over the three-year period the following improvements had been made: The high school faculty was strengthened by the addition of two holders of master's degrees and by the presence of those who had done considerable graduate work. Members of the college faculty had added twenty-two years of graduate work and four doctorates to their

⁴⁴Letter to the Faculty of Lincoln University, July 13, 1931.

⁴⁵This report was given by Assistant Professor Thelma Hawkins. A mass of information was gathered, but little interpretation or analysis was added.

credit.⁴⁸ This was a great accomplishment and showed a spirit of growth and progress. Unless the wrong impression be given, it should be made clear that the opportunities were just being made for the faculty to study by the establishment of leaves of absences for that purpose. There were being developed in the country at large better qualified teachers and it was easier for the faculty to be improved in that way. The faculty at the school should be praised for improving its condition.

This report contained a large number of other proposals, many of which had been mentioned in other reports, however. The administration believed in keeping constantly before the public the needs of the school. He asked for an appropriation of \$947,880.00 for the biennium of 1935 and 1936. This amount was divided as follows: personal service, \$237,320.00; additions, \$606,500.00; repairs and replacements, \$20,200.00, and operations, \$83,860.00. The additions were library building and equipment, \$100,000.00; activity building, \$125,000.00; mechanical arts building, \$80,000.00; addition to Foster Hall and equipment, \$85,000.00; dormitory for women, \$150,000.00; laundry building and equipment, \$40,000.00. Aside from this, these other items were called for in the group of additions: equipment for heating plant, \$13,500.00; land across Chestnut Street, \$7,000.00, and operation equipment, \$6,000.00.⁴⁹

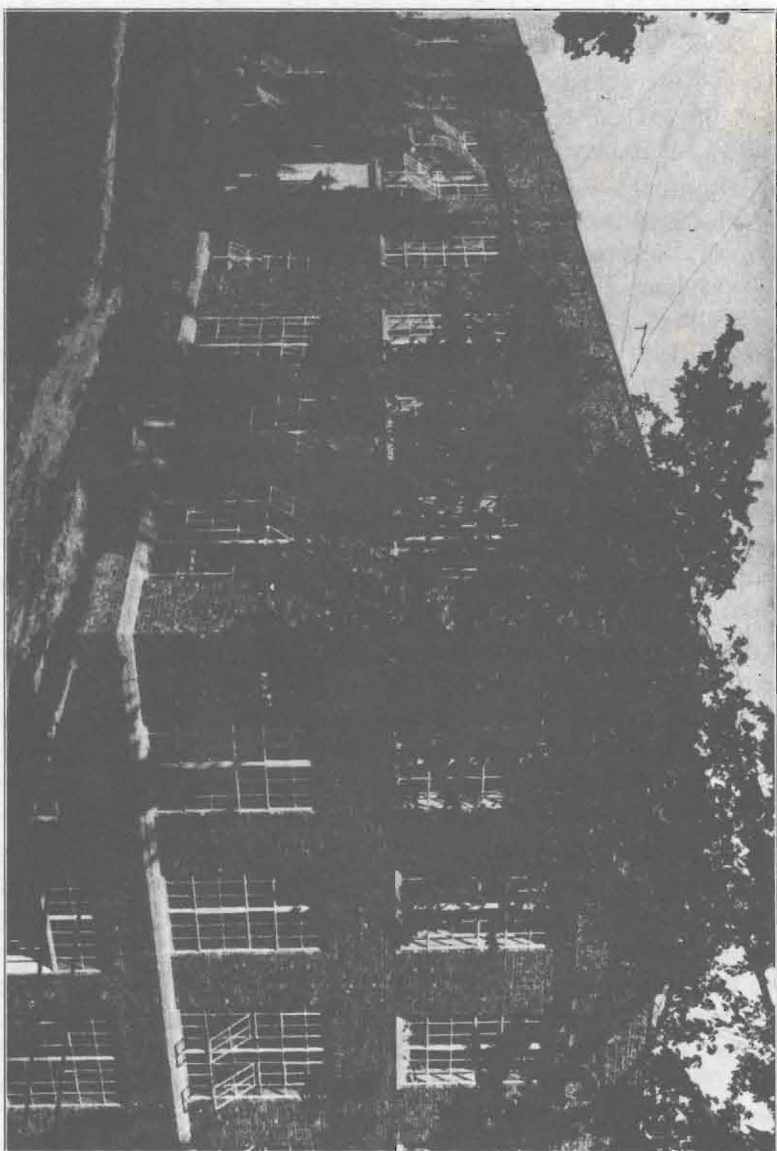
When appropriations were requested to carry on the work, there seemed little inclination to grant all the things asked for. If the legislature could evolve a method for taking care of the educational needs of the state as it has for taking care of the highways, it would give the institutions for higher learning a place in the sun and make them on a par with the schools of the other states.

The amount secured was \$400,000.00 for the years 1935 and 1936. This amount was divided as follows: administrative and personal service, \$200,000.00; repairs and replacements, \$20,000.00, and operations, \$80,000.00.⁵⁰ This was far less than what was asked for; it was just about enough to permit the school to run and maintain current activities, but it did not permit any expansion. The amount for salaries was exactly the same as it was in 1933 and 1934. The appropriation did provide for one building, which had been requested, and that was the mechanics arts building. To secure this amount of money required a great deal of effort on the part of the administration. Such a task faces every head of the

⁴⁸*Report of the President to the Board of Curators*, December 22, 1934.

⁴⁹*Ibid.*

⁵⁰*Laws of Missouri*, 1935, 66.



DAMEL HALL
The Mechanic Arts and Agricultural Building

state schools for higher education in Missouri with every session of the Legislature.

The hearing on this bill was held on Thursday evening, January 24, 1935, at the State Capitol. Principal V. H. Collins, secretary of the Board of Curators, represented that body. He also introduced the president of the university who presented in detail the request for the biennium.²¹ The chairman of the committee, Hon. John D. Taylor, said that he would make an appropriation as generous as the state revenue would allow. This, of course, was only the beginning; the matter of seeing it through to completion still had to be faced.

Another item of interest to Lincoln drew attention at this time. A bill was introduced in the legislature to transfer to Lincoln University a tract of land which had been used as a potter's field for the state prison. This land was directly across the campus from Lincoln University and could serve the school in its expansion program. It was of little use to the prison because few prisoners had been buried there in the years which had just passed. The bill authorized and empowered the governor to transfer all of Outlot 33 to Lincoln University.²² This afforded just what the school needed for the development of a girls' campus, one of the needs which the school has had for years. The plan is to move the girls completely over to what is now known as the East Campus.

The board passed a very significant rule at this time which said that all employees of the university should be selected on the basis of their fitness for the position as determined by education, training, experience, character and personality. Before any applicant was recommended to the full board for employment, his fitness was to be approved by the president of the university and the Teachers' Committee. Neither party politics nor religious creeds were ever to be a factor in determining the selection of an employee.²³ The passage of such a rule by the board caused the personnel to feel more secure in their positions. It also tended to stabilize the work because there would be a lessened faculty turnover. Much had been done for the welfare of the faculty, but no system had been worked out yet showing how one could be placed upon the faculty. Under this new rule, it would not avail an applicant for a position on the faculty anything even though he "knew someone who knew someone that was a member of the board." It is the desire of all

²¹Letter to Dr. J. E. Perry, January 26, 1935.

²²*Laws of Missouri*, 1935, 290. This bill was approved April 18, 1935.

²³*Minutes of the Board of Curators*, September 4, 1935.

those interested in this institution that this policy will ever remain in effect here.

During this administration there was a student strike. Different reasons have been assigned as the cause for it. The administration asserted it was because two students were sent home for conduct unbecoming members of a college community. The students asserted it was because of their desire to have a hand in their own government. There probably was some truth in both statements. It is difficult to establish motives, especially when those concerned are anxious to conceal them. It is difficult for persons in authority to learn the exact reasons for the discontent which may have developed among the students.⁴ It was an unfortunate occurrence because such an upheaval interfered with the work of the school and detracted greatly from its prestige.

The strike was settled by the students returning to their classes and no punishment was meted out to the leaders. Those who had lost their jobs as a result of the strike did not get them back. The students took their grievances to the Board of Curators, which was in accordance with their right to appeal as provided by the laws of the state. The curators heard their pleas and authorized the president to grant the students permission to establish a student council. What functions should be granted to it was left to the discretion of the faculty. It is to be regretted that this was not made clear. The student organization might then have assumed responsibility for such a grant of power. This organization has not taken hold of the problems which face the students as such organizations have in some other schools. Most of the students who were dismissed from their jobs in the school were furnished jobs with the PWA, enabling them to stay in school.

During the year 1936 the school received the sad news of the passing of James Oscar Spencer, one of its best known graduates. He graduated from Lincoln Institute in 1900. He was an excellent athlete and took part in many athletic activities while a student here. For a number of years he gave the Spencer Gold Medal for the winner of the oratorical contest. This was a coveted prize during the time of its existence. After Mr. Spencer finished school here, he turned his steps toward Oklahoma, then Indian territory, and devoted his attention to education. He became one of the leading educators of that state and did much to influence the edu-

⁴*Jefferson City Post-Tribune*, December 23, 1935. This whole affair was carried in the local papers.

cational development of the cities wherein he worked and of the state also.⁵⁵

Another graduate of the university, J. Ernest Wilkins of the high school class of 1914, established a cash prize of \$25.00 to an outstanding member of the senior class who meets certain stipulated conditions. These conditions were that the student stand in the upper one-fourth of the class and have a satisfactory record of conduct and character. The student was also to be the one adjudged the most valuable as indicated by participation in major extra-curricular activities, and was to show those possibilities which indicated he would achieve the greatest success and usefulness. This prize is still in existence and is one for which students earnestly strive. The alumni will take more interest in the school as time goes on. These were two thoughtful graduates who desired to aid in the improvement of scholarship in their alma mater.⁵⁶

The faculty felt that one of the best services which it could render to the students was to establish a loan fund for their benefit. At a meeting of the faculty held on May 23, 1934, Mr. B. T. McGraw moved that the faculty go on record as favoring a student loan fund. This motion was passed and the faculty, by this act, went on record in favor of such a fund and approved the appointment of a committee to work out the details.⁵⁷ At the general faculty meeting held on May 29, 1934, a committee was appointed to study and report upon the question. It was composed of W. Sherman Savage, chairman; B. T. McGraw, M. G. Hardiman, U. S. Maxwell and J. D. Parks. There the matter rested until October 17, 1934, when the committee reported its findings to the faculty. After studying the method and procedure in several schools, the committee decided upon ways and means which were presented to the faculty. A committee was to be appointed to solicit funds over a period of five years. The report recommended that each faculty member contribute five dollars each year over the period. The graduates and former students were to be asked to contribute \$1.00 each for a period of five years. The fund was not to go into operation until such time as the committee had \$1,500.00 on hand. The committee was also to ask President Florence to work with the educational foundations, such as the Rosenwald and General Education Board, and see what could be done with these agencies.⁵⁸ This collection is still going on. The end of the period has not yet been reached and

⁵⁵*Lincoln Clarion*, December 18, 1936.

⁵⁶*Ibid.* The graduates and their work will be the subject of another study.

⁵⁷*Minutes of the Faculty*, May 23, 1934.

⁵⁸*Ibid.*, October 17, 1934.

less than one-half of the amount has been raised. This is one of the greatest needs of the university at the present time. President Young often said: "Here is a school seventy years old without a single, solitary scholarship." He might have said, also, "Here is a school without a single loan fund by which students might be helped." The university is attempting to remedy this situation by establishing this and other funds for the benefit of that worthy group of students who would otherwise be compelled to remain out of school. The faculty believes that this problem will be solved because of the interest people are taking in it.

There was another important phase of the university's history which has its basis in the administration of President Florence. It was the establishment of High School Day. Its purpose was to bring the high school seniors throughout the state to the university so that they might become familiar with its facilities. It is a customary practice in American high schools to send the seniors on a trip or an excursion to the state university at some time each year. The administration at Lincoln University conceived the idea that it would be an excellent move to invite these seniors of the high schools here. The students would be guests of the university for the day and would be boarded for a small fee, but they would furnish their own transportation. The first year the male members of the faculty were asked by the administration to contribute to the expense of some of the seniors from the smaller schools. They did so the first year in order that the effort might be a success. The faculty as a whole was asked to contribute the second year, but questioned the wisdom of aiding students to visit the school in this manner. The faculty desired to aid in a more practical manner, and thus was created the student loan fund. The faculty was in favor of this project, but it did not feel that it should stand the expense of bringing the students here. The members believed that the school should entertain them when they did come, however.

High School Day was then merged with the state high school track meet. It has grown from year to year, more and more students come to the university during this occasion and observe what is being done. This method gives them first-hand knowledge of what is going on at Lincoln University. The large number that comes to this affair each year indicates that the school is growing in influence in the state.

The president sent many letters to the principals and teachers in the schools in the state, urging them to take part in this movement. Some of them replied; most of them thought it was a worth-

while endeavor. The reasons advanced in support of State High School Day were that high school students should know something about Lincoln University, their state school, and that they should know about the Capitol building and other points of interest in the state's capital city.⁶⁰ These students were to be given an opportunity to inspect the buildings, laboratories and gymnasium. As an added feature, they were to be given the privilege of enjoying the field day exercises and the track meet free.⁶¹ With all this effort and considerable advertising, the administration thought that the number in attendance would be between 150 and 200 seniors,⁶² not including those who would come for the track meet, which was a very large group, within itself. The number of students who came was far greater than President Florence expected. There were more than 300, which indicates how generally the idea was received. In 1934 and every year since, there has been a gradual increase in the number who attended. The second year, the faculty continued to contribute to the transportation of the students. This year, the general faculty was asked to contribute for this purpose. The amount which was secured was \$107.56, and represents the amount received from members of the entire faculty. This was the last year the faculty contributed to this project; it turned its attention toward the student loan fund which the faculty is attempting to sponsor.⁶³ Both the High School Track Meet and the State High School Day are among the events at Lincoln University that enjoy the largest attendance. Eventually, it is believed this occasion will draw the largest attendance of any event at the university.

The track meet has leaned toward the spectacular, and these games have been played up by the public press and outstanding athletes have been brought to it. These features no doubt have brought some persons to these events who otherwise might not have come, but there is every reason to believe that approximately the same attendance would be enjoyed without the presence of these stars. The biggest attraction is the track meet, and the support that the students desire to give the athletes from their own school probably is the drawing card which has brought students here from time to time. Some, however, will differ from this interpretation and will find other reasons for the increase in attendance. The fact is that this increase has continued, whatever the cause, and probably will continue to grow as the school becomes better known.

⁶⁰Letter sent out by President Florence's office, April 11, 1933. The High School Day was Saturday, May 13, 1933.

⁶¹*Ibid.*, May 2, 1933.

⁶²*Ibid.*, May 6, 1933.

⁶³*Op. Cit. Minutes of the Faculty*, May 23, 1934.

Athletics have been emphasized at Lincoln University from its earliest days. President Page used to relate to the writer how he and Professor Grisham used to play baseball here at Lincoln and how baseball was sponsored at the very beginning of the school's history. When football became well known and was adopted as a regular program of educational institutions, Lincoln Institute was one of the first Negro institutions to take on the game. One of the first coaches who brought the team to considerable prominence was R. A. West. It was said that nothing could be given in the athletic line in the school which did not include him. He was rated as the best athlete the school had ever had up to that time. He had produced in the "Lincoln Tigers" at the turn of the century one of the best football teams in the country. The team had defeated several outstanding teams in the middle west.⁴³ The contests up until the administration of N. B. Young had been largely with high schools, both public and private. Beginning with 1924, the school began to play larger schools and to take on stronger competition. The institution has emphasized all phases of athletics, including track and baseball in its earlier history; now baseball is confined to interclass and club games. This change has come about in a large number of the colleges. The reason has been a lack of revenue and the growth of professional and semi-professional teams. These teams have made baseball games unprofitable in the colleges. The track teams have been sponsored since the year 1922.⁴⁴ Since that time the school has taken a larger part in this activity. The teams have taken part in several meets in which members of the team have given a good account of themselves.⁴⁵ President Florence encouraged athletics in every way possible and during his administration the school became a member of the Mid-Western Athletic Association. This association is composed of the following: Wilberforce University, Kentucky State College, Louisville Municipal College, Tennessee State College, West Virginia State College and Lincoln University. These represented some of the best athletic organizations in the country, and by 1925 Lincoln had begun to move in fast company, in which she has remained. Lincoln has always wanted to win games but it has never been the purpose of the administration to win at any cost. It was and still is the purpose of games here to develop in

⁴³Moten, J. S., *What the Graduates of Lincoln Institute Are Doing*, 89.

⁴⁴They might have participated even earlier but there was not evidence available to the writer.

⁴⁵The school has some prominent individual athletes but this subject needs more investigation. It is to be hoped that this subject can be considered in the second volume of this work dealing with the alumni. J. D. Parks, Director of the Art Department, supplied some of this information.

those who participate those qualities which will be useful in later life and games are looked upon as part of the student's education. It can be seen by observing the map that all those teams which Lincoln plays are a long way from Jefferson City and that an athletic program is an expensive item to keep going. It is the one thing in a college which seems necessary in the minds of a great many persons.

One of the features in recent years in the American college program has been the Homecoming game. The particular purpose of this game is to bring the graduates back to the campus. It is hoped that they will return to all the games, but for this one game a special effort for a large attendance is put forth on the part of the college. It has grown to be the highlight of the athletic program. It began here in 1926, according to information furnished by J. D. Parks who has kept some records on the athletic programs at Lincoln University. It has grown and developed as the years have gone by and it is desired that it will continue to grow until it is possible to bring back to the school most of the 12,000 students who have studied here, as well as many friends and well wishers, which would make for an attendance of at least 25,000.

At the beginning of President Florence's administration, the school had an inspection of its athletic program by W. J. Monilaw of Chicago. The inspection was occasioned by the fact that Lincoln University was now a member of the North Central Association of Secondary Schools and Colleges. It was the period when there was much concern over athletics in the accrediting associations. The inspector expressed the belief that Lincoln University was imitating larger schools in its athletic program. He thought that Lincoln University should turn its attention to intra-mural activities. The reason for this recommendation was the great distance of competing schools from Lincoln. The school's athletic program developed a deficit each year, which had to be borne by the general budget. The inspector had only words of commendation for the method of securing athletes. Those who played on the teams came of their own accord; none was solicited. Moreover, he found that students in general were not solicited at this institution. Since that time there has been an effort to advertise the school and attract more students. It is still necessary to make known the educational opportunities which are offered so that the best students will be attracted. The only criticism the investigator made was that there were too many athletes employed by the school in

comparison with the number of other students employed.⁶⁶ This is rather interesting despite the fact that Lincoln had entered the field of "big-time" athletics and that little effort had been made to emulate the practices of other schools.

Preparation of the plan to secure larger appropriations from the legislature was carried on with some degree of thoroughness. The board felt that one sure basis of its recommendations was to investigate its needs. Dr. J. D. Elliff, president of the Board of Curators, offered a resolution that a committee composed of five persons be appointed to make an exhaustive survey of Lincoln University. It was to report on the curriculum, the physical plant, faculty and such other things as would be necessary to give to the Negro people of the state of Missouri an opportunity for training and educational advantages of the standard provided at the University of Missouri at Columbia.⁶⁷ This resolution, adopted by the board, authorized the president of that body to proceed with the appointments. Dr. Elliff, the president, appointed the following persons: Superintendent Lloyd W. King, chairman; Principal V. H. Collins of the Washington Public School of Jefferson City, Attorney J. L. McLemore of St. Louis, all members of the Board of Curators; Harry J. Gerling, Superintendent of Schools of St. Louis, and O. G. Sanford, dean of Kansas City University, Kansas City, Missouri. Dean Sanford had been Assistant Superintendent of Public Schools of Missouri and was in a position to render real service because of his experience and training. The first meeting of this committee was held on April 28, 1936, in the office of State Superintendent of Public Instruction Lloyd W. King for the purpose of organization and for the purpose of determining the scope of the survey.⁶⁸ It was recommended that Assistant Professor Lorenzo J. Greene of the History Department of Lincoln University be relieved from teaching and assigned to the survey to work under the direction of the president of the university. The work which would have ordinarily been carried on by Professor Greene was assigned to Acting Professor J. E. Miller. Professor Miller had carried on Professor Greene's work while he was on leave of absence. It is to be regretted that Professor Greene was not able to give all of his time to the survey. If he had, and had the other members worked as was anticipated by Dr. Elliff, the report of the survey would have been more complete.

Superintendent Lloyd W. King announced that the committee

⁶⁶Report of W. J. Monilaw on inspection of Lincoln University Athletic Program, December 7, 1931. Report in President's office.

⁶⁷*Minutes of the Board of Curators*, February 21, 1936.

⁶⁸*Minutes of the Board of Curators*, April 28, 1936.

had met and considered the problems as set forth in the resolution which was adopted by the Board of Curators on February 21, 1936. He announced the appointment of Everette E. Keith of the State Department of Education as the director of the survey and Mr. Lorenzo J. Greene as collaborator. "It was hoped," the chairman said, "to utilize the facilities of Lincoln University and federal and state agencies to carry on the objectives of the survey in securing material facts that would guide the committee in making its recommendation." The study was carried on during the summer by Professor Greene along with his other work.⁶⁹ He was ready to make his report on December 21. It was a report of forty-six pages and took up many phases of the school's activities. The report attempted to show that the economic life of the Negro and the type of work that he had to do when he returned to his home community were such as to make it necessary to revamp our courses so that they would more nearly fit into the student's scheme of life after graduating from school. The report asked that more courses in mechanic arts be given and that courses in social service also be given. It was felt that the school had not been keen to the needs of the state when the Department of Sociology had not been established. There is at the present time still a great need for social service courses and Lincoln has not been able to participate in this work for the reason it had set up no courses which would prepare persons for the above-mentioned service. Items which the report considered were the distribution and economic condition of the Negro population of Missouri, the physical plant, equipment, curriculum and faculty of the institution. There were several recommendations offered whereby Lincoln University might better meet the needs and demands of the Negroes of the state.

It might be well to give these recommendations so that we might understand why it was thought by these investigators that they would solve the problem. Professor Greene made it plain that the conclusions which he had reached were only tentative because of the type and scope of the investigations; therefore, the recommendations could only be tentative. It was recommended that a ten-year program of development for Lincoln University be established. This, it was believed, should be concerned primarily with the adjustment of the curriculum to meet changing economic and social needs and conditions.

⁶⁹This information was secured from the *Minutes of the Board of Curators*, December 21, 1936.

1) The development of a strong department of business and commerce, which would train Negro youth for positions as clerical workers and teachers. There also was a desire to equip the youth for the rearing of substantial business structures for the Negroes of the state, thereby providing employment opportunities for the race. (The hope was expressed that this training might be an opening wedge to admit the Negro in fields where he is denied opportunities because of the lack of adequate experience or training or both.)

2) The development of a strong department of mechanic arts (then in progress) which would provide skilled artisans for industry as well as trained teachers in these fields for the public schools.

3) The development of a strong agricultural department and veterinary science course, which would aid the Negro to take his part in these fields in the agricultural life of the nation.

4) The development of a strong department of sociology with some attention to applied sociology for the purpose of training social workers needed by many agencies.

5) The development of an efficient department of physical education which would turn out persons capable of filling positions in the public schools, playgrounds and social agencies.

6) The development of kindergarten instruction to meet the demand for teachers in this field.

7) An effective program in vocational guidance and student-training. (It was pointed out that nothing worthy of the name had been done at Lincoln University in this respect.)

8) The development of a strong department of fine arts which would offer training in music, art, dancing and the allied fields (the fields now open to the Negro unhampered by prejudice).

9) An adequate housing program to provide ample and comfortable living quarters for the students.

10) The establishment of scholarships similar to the Curator Scholarship for students outside the state of Missouri, was strongly recommended.

11) It was emphasized that the school should put forth every effort to develop a strong instructional staff by securing the best qualified persons available.

12) The establishment of a system of academic ranking,

working from assistants in the departments through to full professors.

13) The increase of salaries at Lincoln to the level of those at the University of Missouri. (It was also recommended that the same method of pay in vogue at the university and state teachers' colleges be adopted at Lincoln University. At the university the salary is paid in twelve monthly installments and those who work for the summer receive in addition one-sixth of their regular yearly salary.)

14) It was suggested that the creative work be encouraged. A research fund was asked for as well as a research committee which would pass on the projects of members of the faculty and recommend aid if approved. Leaves of absence with pay for the purpose of research and reduction of teaching load were some of the ways the school was to encourage creative work.

15) The report urged that during the first five years emphasis be placed upon the undergraduate college. During the second half of the decade a survey should be made to determine if graduate work were needed.¹⁰

These recommendations showed the investigator had studied the material at hand and made recommendations, which, if adopted, would be far reaching in influence. Supt. Lloyd W. King, chairman of the Survey Committee on behalf of the Board of Curators, expressed thanks to Mr. Greene for his report. Dr. Elliff, the president of the board, said that it was the desire of the board that when the final report was made and before any publicity was given to the findings, the survey should express the opinion of the entire committee rather than a part of the committee.¹¹ It is to be regretted that, even though the survey could not be extensive, the findings were not made to the committee for that body to agree upon them and then make its report to the board. If that had been done, there might have been something like an agreement among the members. If such had been the case, something might have been accomplished by the effort of Professor Greene. It was an opportune time for such a study. It was a source of disappointment that nothing was done with the study and that the committee took so little interest in the work. At least, the survey

¹⁰Greene, Lorenzo J., *The Needs of the Negro of Missouri in Respect to Higher Education*, an unpublished report in the office of the President, December 21, 1936.

¹¹*Minutes of the Board of Curators*, December 21, 1936.

shows the views and the efforts of one man and not that of the whole committee. Professor Greene is due praise for the way he carried on despite the lack of help given him. He was not the director of the study; he was only the collaborator. It developed that the director took practically no part in it and the collaborator did all the work. However, the report did point out some of the needs of Lincoln University.

The president of the university made a recommendation to the board that the governor be requested to appoint a commission on higher education for Negroes and that sufficient funds be provided to make possible a more comprehensive study than was possible under the plan in operation.⁷² President Florence recognized the limited scope of the survey which the board had set up. It was realized that no survey could be made without funds, yet that was what the board was attempting to do.

Superintendent Lloyd W. King at this very meeting offered a resolution based on the recommendations of the president. Under the provisions as set forth by the resolution, the incoming governor was to be asked to appoint a commission on higher education for Negroes and he was also urged to see that sufficient funds be provided by the General Assembly, or otherwise furnished in order that a comprehensive study could be made of the educational needs of the Negroes of Missouri.⁷³

The Governor of the state did appoint a commission composed of seven members to make a survey of the educational, economic and social needs, which was to report in thirty days. There was made available for this survey \$500.00. This commission was to make a survey to ascertain what the needs were so that the governor might appoint a permanent commission to make a comprehensive survey.⁷⁴ The governor was then to secure an appropriation from the legislature sufficient to make the survey. This same commission was reappointed but no money was made available. It is to be hoped that funds will be made available, and the commission will see the wisdom of appointing some competent workers to make the survey. It is one of the needs of all education in Missouri to ascertain what trend education should take. It might be wise for

⁷²*Semi-Annual Report of the President to the Board of Curators*, December 21, 1936. In the Office of the President.

⁷³*Minutes of the Board of Curators*, December 21, 1936.

⁷⁴This was an appointment made by the Governor from funds at his disposal and was not an act of the legislature (*Laws of Missouri*, 1937, 17).

the state to make another survey of educational needs.⁷³ The survey made in 1929 was comprehensive, but conditions have changed much since that time because of the depression. This is especially true of Negro education, as was pointed out by Professor Greene in his survey. This is as far as the survey on conditions among Negroes of the state has gone. There is a feeling among the Negroes of the state that the legislature of 1939 will do more in this respect.

The purpose of the survey started by the Board of Curators was to ascertain the needs as a basis for the demand before the legislature for funds with which to run the school. The requested amount was \$1,045,500.00 for all purposes. This was divided as follows: for personal service, \$276,000.00; additions, \$645,500.00; a library building, \$125,000.00; an activities building, \$150,000.00; a dormitory for women, \$150,000.00. Request for a heating plant was included in the president's report to the Board of Curators, but no amount was specified. He also asked \$18,000.00 for land, so that the school might carry on its expansion program. For repairs and replacements, \$26,300.00 was requested, and for operation, \$97,600.00. This was the sum the Board of Curators approved and was the amount submitted to the budget officer.⁷⁴

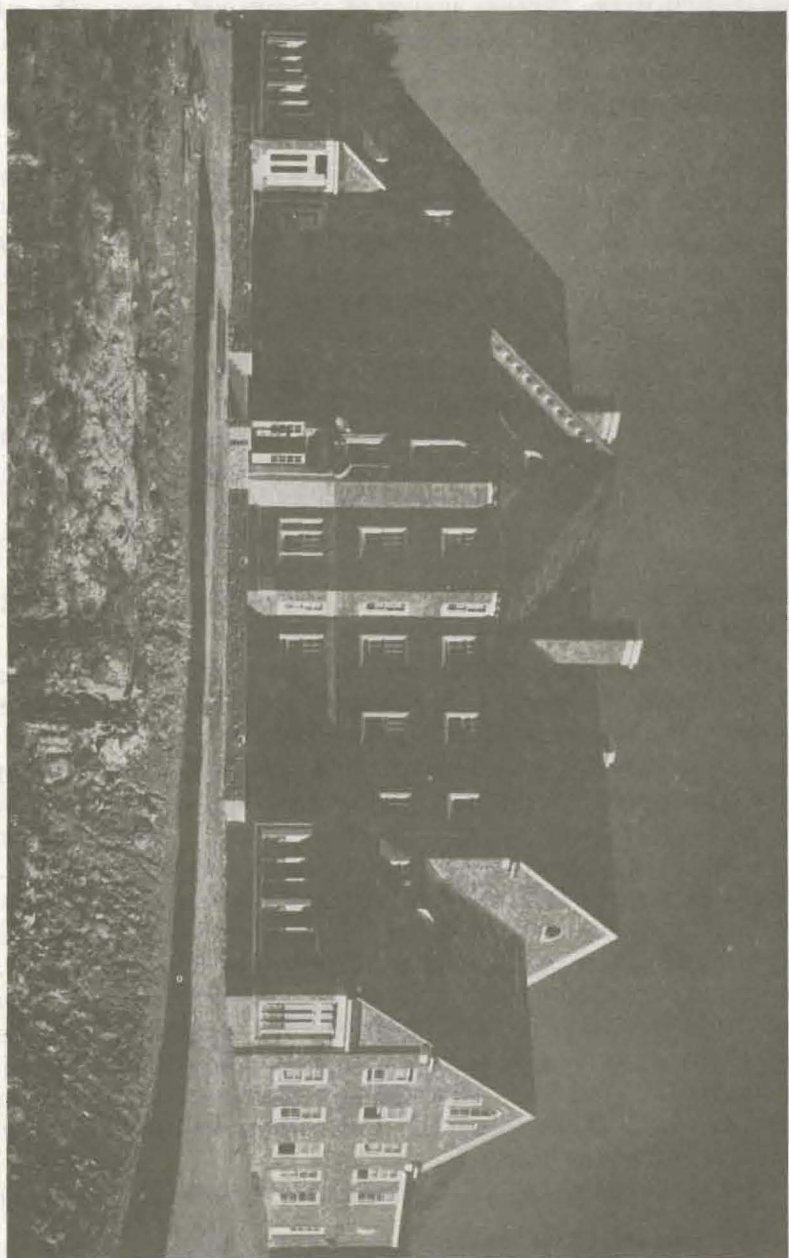
The budget officer did not approve the amount which was asked by the Board of Curators. The amount approved by that office was \$230,000.00 for personal service; \$200,000.00 for additions, \$20,000.00 for repairs and replacements, and \$90,000.00 for operation. The greatest reduction was in the item of additions, which is to be regretted, because throughout this administration the president had emphasized the need for an activities building. Despite the work of this administration and others before it, nothing has been done up to this time to provide such a building for assemblies which is so badly needed. However, \$200,000.00 for additions was approved by that officer; \$20,000.00 was approved for repairs and replacements, and \$90,000.00 for operation. Both the last two items were reduced from the amount called for but not enough to hinder the program.⁷⁵ This was only the first step in securing an appropriation. There was much work which had to be done yet in order to secure the funds.

The appearances before the committee of both the House and the

⁷³The personnel of the committee was: Frank L. Williams, Principal of Vashon High School, St. Louis, chairman; W. G. Mosley, Field Agent of Lincoln University, secretary; Edgar Goins, Arthur Foster, S. O. Bonnon Gordon, Thomas J. R. Wilson, Dr. L. M. Tillman, and Dr. W. P. Arthur.

⁷⁴*Semi-Annual Report of the President of Lincoln University*, December 21, 1936.

⁷⁵*The Executive Budget*, 1937-1938, 90.



BENNETT HALL,
Dormitory for Girls

Senate had to be made. It is always the duty of the board and the president to see if they can have their original amount restored. The budget officer is supposed to make up recommendations based upon the amount of revenue available. The curators and president base their request upon the needs of the institution. The legislature gives what is available and sometimes raises the amount recommended by the budget officer. This is why effort on the part of the administration before the appropriations committee is necessary in order to get the amount which was requested originally.

The amount appropriated for the biennium was the same as the amount recommended by the budget officer. President Florence worked hard to get the appropriation raised, but to no avail. The amount for additions, not only for buildings but for building equipment, water supplies and plumbing, educational equipment, laboratory and scientific apparatus, furniture and the purchase of land was lumped in one sum.⁷⁸ This allowed those in authority to do a variety of things with the appropriations which they could not do if the appropriations measure designated the specific purpose for which the money was appropriated. This change had come about in order to keep the appropriation measure from having so many small items.

The university has taken part in the celebration of Negro History Week and has given its influence to this movement by appointing a member of its staff to popularize the movement in the state of Missouri and to aid the Association for the Study of Negro Life and History.⁷⁹ The speakers for Negro History Week have been added to the regular lecture-recital series. The school has brought here some of the best known historians and speakers connected with Negro schools. Among them have been Dr. Alain Leroy Lock, professor of philosophy at Howard University; Dr. Charles Johnson, professor of sociology at Fisk University; Dr. A. A. Taylor, dean of the College of Liberal Arts of Fisk University; Dr. Rayford Logan, then of Atlanta University, but now of Howard University; Professor Sterling Brown of Howard University, and Prof. L. H. Reddick of Dillard University. The presidents have always given support to this movement. The administration also provided that the school should have a representative at the annual meeting of the Association for the Study of Negro Life and History. Courses in Negro history have been taught here since 1925. That year they were insisted upon by President Young, who was

⁷⁸*Laws of Missouri*, 1937, 72.

⁷⁹*Journal of Negro History*, XXI., No. 2, 105.

interested in every movement which had for its objective the betterment of the Negro race.

During President Florence's administration a suit was instituted in the courts that may have a far-reaching influence on the development of higher education in the state. Lloyd W. Gaines, a graduate of Lincoln University in the class of 1935, applied for admission to the Law School of the University of Missouri.⁸⁰ He was refused on the ground that it was against the public policy of Missouri for Negroes and white students to attend the same schools. He was reminded that a provision was made at Lincoln University for such students desiring to study subjects not given there. This provision was that if a Negro student applied for a course not offered at Lincoln University but given at the University of Missouri, the curators of Lincoln University were to provide that course by sending such student to a school in an adjacent state and paying his tuition in that school. Gaines argued that this was denying him rights guaranteed by the 14th Amendment to the Constitution of the United States. This case came up in the Circuit Court of Boone County, held at Columbia in June, 1936. The court denied the mandamus proceeding against the Registrar of the University of Missouri, for which Gaines had asked, on the ground that his rights had not been denied, since provision had been made for him.

An appeal was carried to the Supreme Court of the State by Gaines. The case was heard in the Supreme Court of Missouri in Jefferson City on December 9, 1937. The decision of the court was rendered by Justice William F. Frank. He went into the case to answer all the contentions made by Gaines. Judge Frank said that to admit Gaines was contrary to the public policy of Missouri. He then traced the effort made by the state in the interest of higher education for Negroes. This he said was an indication that the state had in mind the making of higher education separate. The court said that it was the duty of the curators of Lincoln University to give the relief which was requested.⁸¹ The decision of the lower court was affirmed by Missouri's highest court. The case was then carried to the Supreme Court of the United States on appeal and there argued on November 7, 1938. That court rendered its decision on December 12, 1938. The majority decision was handed down by Chief Justice Hughes. He said that the University of Missouri must admit Gaines to its Law School or the state must establish a law school at Lincoln University. The tuition aid which had been given

⁸⁰Gaines graduated in the Summer School, August 4, 1935.

⁸¹*Southwestern Reporter*, 2nd Series 113, 783.

in the past was outlawed. The dissenting opinion upheld the decision of the Supreme Court of Missouri.⁸²

This case was of some concern to the development of Lincoln University for the State Supreme Court says that it is the duty of the curators to provide for the courses which Negro students ask for. If this is to be done as the court in its decision indicates, it will mean that the state will have to be much more liberal financially than has been the case in the past. The school can no longer be the step-child of the state, given only enough to exist upon. It can be hoped that the legislature will comply with the plain implication of the decision by the State Supreme Court and the Supreme Court of the United States in the Gaines case. If so, then the future of Negro higher education is assured.

By the end of this administration, the curators had assumed the responsibility of the Dalton Vocational School. The administration and the curators worked for an appropriation for that school in the same sense that they worked for the general benefit of Lincoln University. The amount which was secured for 1937-1938 was as follows: personal service, \$14,000.00; additions, \$45,000.00; repairs, \$4,000.00; operation, \$2,000.00. The entire amount appropriated for Dalton Vocational School was \$65,000.00. This expansion is now going on. There is every reason to believe that this will develop, as President Florence said, "into a useful school, to serve that important agricultural section of the community."

Despite the many things which had happened during the administration of President Florence, there were those who felt that it was time someone else should take over the destinies of Lincoln University. The differences between the Board of Curators and President Florence culminated on June 10, 1937, when President Florence was given a year's leave of absence with the understanding that the board reserved the right to select a new president.⁸³ When the Board of Curators met on June 18, 1937, it was decided to rescind its action of June 10, and give President Florence a leave of absence with half pay on condition that he studied. President Florence's services were to be discontinued as of July 1, 1937. Thus ended the services of Charles W. Florence with Lincoln University. It is the desire of all those interested in the school that something can be done to stop this parade of presidents at Lincoln University. No policy can be worked out with these recurring changes in the presidency and the school cannot reach that plane of development which is expected by the Negroes of the state.

⁸²*Supreme Court Reporter, United States*, No. 59, 232.

⁸³*Minutes of the Board of Curators*, June 10, 1937.

Dean W. B. Jason, who had acted as administrator several times before, was asked by the board to take over the administration. The board started out to look for a president. It was the desire of that body to invite two outstanding men to the university in connection with the presidency. The names mentioned were those of persons who stand high in the educational world.

During Acting-President W. B. Jason's administration, the board took an active hand in the management of the university. This was due perhaps to their interest in seeing the school continue its development. The board held interviews with candidates for positions, with a view to securing only the best persons possible for Lincoln University. The board authorized Mr. L. B. Boler, a member of the board and an agricultural teacher, to make a survey to ascertain what federal funds were available for land-grant colleges and to secure information that would be helpful in perfecting plans for the development of the agricultural program at Lincoln University. It was further voted that the Executive Committee fix the expenditure for this survey. The survey was made and several of the schools where agriculture was taught were visited, but the survey is not available to the writer for the reason that the report has not been acted upon by the board. There were the usual things that come in the run of an administration, and need not detain us here, such as the employment of teachers and the general operation of the school.

The board kept up its search for a president and by March 4, 1938, had narrowed its selection down to two men, Dr. Harry Blackiston, Professor of English and German at Stowe Teachers' College in St. Louis, and Dr. Sherman D. Scruggs, Supervisor of Elementary Schools of Kansas City, Kansas. These men were well trained. Dr. Blackiston had secured his degree of doctor of philosophy at the University of Pennsylvania. He had had considerable teaching experience at various schools, including Lincoln University. Dr. Scruggs was a graduate of Washburn College with an A. B. degree. He secured his master's and doctor of philosophy degrees from the University of Kansas. He also had considerable teaching experience in all types of schools. The members of the Board of Curators were of the impression that they should bring a person of high order to the school as its chief officer. The selection was made at this meeting of the board, so that on March 4 the new president was selected to carry on the affairs of the school. Dr. Scruggs accepted later and assumed the office July 1, 1938. This may well close the history of Lincoln University because all feel that we are entering upon a new era, and what is to follow might well be cared for by the future historian.

APPENDIX

A SKETCH OF THE LIFE OF JAMES H. GARNETT

James H. Garnett was born on Carter's plantation in Gordon County, Georgia, in 1847, where he experienced the horrors of slavery. His life was not that of the contented slave as portrayed in *Gone With the Wind* and by many historical writers, but one discontented with conditions. Young Garnett, at the age of ten or twelve years, sat on a log in the woods one Sunday afternoon listening to the twitter of the birds and reflected how free they were. He resolved then and there that if ever he became a man, he would fight for liberty. He had to do the things that slaves ordinarily did, and it was irksome to him.

One day he went to Dalton, Georgia, with his uncle to sell water-melons. While there, he saw a man reading a newspaper as he sat on his veranda. This made such an impression on Young Garnett that he made up his mind that he was going to learn to read. Even though he wore only a work shirt, he decided he was going to attend Sunday School and learn to read. The Sunday Schools were able to give enough of the literary work so that the slaves could learn to read the Bible. The sentence which he learned to read the first day was, "See how the sun is, it is hot today." With this small beginning, he had the keys which would unlock the doors of knowledge, and he could never again make himself satisfied as a slave.

This was on the eve of the Civil War, which had changed the whole attitude of master to slave. Many of the slaves remained upon the plantation because they had no idea where to go or how they could secure a livelihood, and this was the way of young Garnett. One November day as the boy James stood by the gate, two men in blue rode up and asked if there were any horses there. The boy answered that there were horses on the plantation. The women were commanded to prepare dinner for these men. After dinner was over, they saddled the best horses on the place and rode away.

James was much impressed by these soldiers, and that same night he saddled one of the mules, strapped his pallet on the mule's back and rode off in the darkness of the night and joined Sherman's Army at Milledgeville, Georgia, marching with it to the sea. The second night on the road, he was weary from the march and

dismounted and rested by the campfire with the mule attached to his arm. While he slept, the rope burned, allowing the mule to escape. By a lonely march, he was able to overtake the marching army about four o'clock in the morning, hungry and weary. He became a valet to Captain Wormley for the rest of the march to the sea. After the army had reached Savannah, Georgia, young Garnett went home with Capt. John F. Anderson to Callicoon, New York, 150 miles above New York City, and on February 22, 1865, he enlisted in the 26th New York Infantry and returned to the front. He was one of those who returned to the 75th anniversary of the Battle of Gettysburg, June 29 to July 6, 1938.

After the war was over, he returned to New York City where he studied in the night schools. He later went to Oberlin College where he received his preparatory work. At that time, Oberlin, like many colleges, had a college preparatory course, and some of them had even lower grades. Young Garnett, after finishing that work, entered upon a college course which he completed in 1883 with the degree of A. B. He was awarded the A. M. Degree four years later in 1887. In the meanwhile, in 1886, he graduated from the Baptist Union Theological Seminary of Morgan Park with the degree of B. D. In 1898, he received the B. D. degree from the University of Chicago.

Garnett was called to the presidency of Arkansas Baptist College in 1886, where he remained a year. The following year he turned his work over to Prof. J. A. Booker, moved from Arkansas to Sequin, Texas, becoming president and co-founder of the Guadalupe College. In 1891, he left Texas and became president of the State University at Louisville, Kentucky, later Simmon University and then Louisville Municipal College, remaining there three years. In 1895 he left Kentucky, taking up work in Texas. This time as the president of Houston College at Houston, Texas. At this post he remained four years, from which he came to Lincoln University as professor of Latin and Greek. In 1906, he resigned this position to become president of Western Baptist College at Macon, Missouri, and stayed there for ten years.

After leaving Western College, he made his home in Gary, Indiana. Dr. Garnett was chaplain of the Kansas Vocational Institute and dean of the Theological Department at Central Seminary, both in Topeka. In 1924, he became dean of the American Baptist Theological Seminary, which position he still holds.

Doctor Garnett was married to Miss Ida Lee Drake, a native of Jefferson City, Missouri, and a teacher in the public schools of that city. She lived as a companion with this energetic man until



J. H. GARNETT
A Teacher at Lincoln Institute, 1897-1906



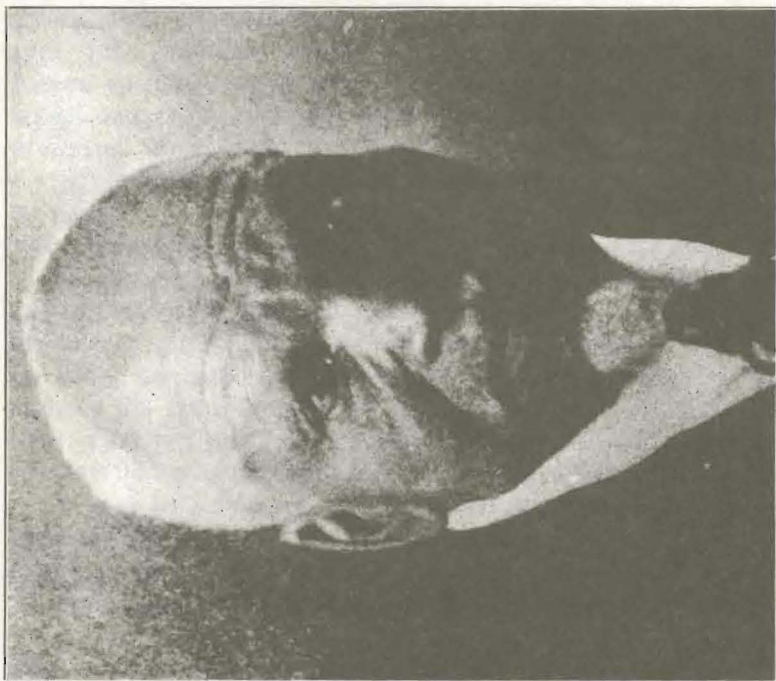
J. W. DAMEL
A Teacher at Lincoln University for More Than Forty Years

1935. Garnett was one of the outstanding teachers who has labored here. He was once elected acting president, but before it became effective, the board reversed its action. Dr. James H. Garnett has received several honorary degrees from schools located in various parts of the country.—[Some of this information was furnished by Dr. Garnett and his daughter; other information was secured from the records here.]

JOHN WESLEY DAMEL

John W. Damel was born at Florida, Missouri, September 6, 1858. He was the second son of Nelson and Diana Damel. His mother died when he was only three years of age and he was cared for by his grandmother. He was hired out at the age of seven to take care of a little boy. He was fired with an ambition to secure an education and soon moved to Hannibal to attend school under the guidance of J. H. Pelham. He worked in the family of J. Dickson, a business man of that city, which position he kept until he finished high school.

After he had completed this first step in his education, he left Hannibal for Chicago in order to secure funds to attend college. He secured work as a house boy in the family of General Phil Sheridan. He worked later for two years at the Grand Central Hotel in order to secure as much money as possible in order to pursue the objective he had set for himself. He had learned in his study of history to admire General U. S. Grant and decided to attend the college Grant once attended. He was welcomed when he arrived at Hiram College in Ohio, as would be the case in a small college. He obtained work in a college professor's home and was able to remain there five and one-half years with the assistance of Mr. Dickson and what he could earn himself. He was graduated June 16, 1887, with the degree of Bachelor of Philosophy. He returned to his home, but experienced difficulty in securing a position. He was not the kind who would sit around thinking that the world had been unkind to him but was ready to take what he could find and do the best he could with it. He accepted the elementary school at Cameron where he taught two years. He took this work in the elementary school in spite of the fact he was one of the best trained men in the state. In 1889 he was called to Lincoln High School in Kansas City, Missouri, to teach science. Prof. G. M. Grisham, who had come to Lincoln University when I. E. Page became president, was the principal. J. W. Damel returned to Hiram College where he received the master's degree



LOGAN BENNETT
A Member of the 65th U. S. Colored Infantry



DAVID HARPER
Bridge's North Missouri Railroad, Guard No. 60576,
Company B, Volunteer Missouri Militia

in June, 1890. He continued his work in Kansas City until he was called to Lincoln Institute by Dr. I. E. Page to take charge of the science department.

In 1901 he was made acting president for a short while. His place in the science department had been filled while he was acting president. That left him without a position at Lincoln Institute. He again showed his true qualities by taking what he could find to do until he could get what he wanted. He taught two years in the public schools of California, Missouri. He was recalled to his position in the science department by President Allen.

He did some advanced work even during the years he was teaching. He studied two summers at Iowa State College and one summer at Drake.

He belonged to many fraternal and educational societies, and was a charter member of the Missouri Association of Negro Teachers. Along with his exacting program of teaching he found time to pastor churches at Fulton, Columbia and Jefferson City. He did this for expenses, which showed his interest in humanity. There were but few civic movements in Jefferson City which he did not aid.

He spent over forty years of service in Lincoln University and was the only teacher who was ever made an emeritus professor. The teachers, until recent years when Lincoln University became a North Central School, were much like the presidents. President Young, speaking of the presidency, said up to that time the school had had twenty-four presidents. None had died in office and none had resigned. The same might be said of teachers. Despite the turbulent times, Professor Damel was able to remain, which shows the remarkable character of the man.

He was married to Estella Shaffer in 1892. She was a constant companion during his whole life. She is still doing social work to which she dedicated her life.—[This is the sketch of a Lincoln University teacher who has rendered the longest period of service of anyone who has worked at Lincoln.]

E. A. CLARKE'S REPORT TO THE BOARD OF REGENTS

The Board of Regents, Hon. A. H. Bolte, President, Lincoln Institute, Missouri State Institution for Colored Youth:

Gentlemen—I have the honor to submit the following Annual Report with Recommendations as to the needs of Lincoln Institute, as I see them.

I came in the middle of the year at your call, leaving my work also at the middle, and found the school a sick man.

I have not tried in the last half of the year to effect a radical cure. I have relieved here and there a dangerous symptom as it has appeared and have kept up the general strength of the patient.

I believe, however, that I have diagnosed the case. I pronounce the trouble to be lack of confidence in the faculty, in the student-body, and among the patrons, the fathers and mothers throughout the state.

The remedy is obvious: it is to seek and restore that confidence by all means available. The school needs, first and foremost, more



JOHN DRAINE
*A Member of the 67th U. S. Colored
Infantry*

and better students. To get these, it must have more and better teachers. To get these and keep them, it must offer better salaries, and more secure positions.

As to the government, I have found an impatience of discipline here, which needs only a little weakness of administration to burst out into insubordination. I am not sure that the board is wholly without responsibility in this matter. That janitors and matrons and teachers and even students should report upon the president's administration, with the hope of thwarting his plans, and even of over-ruling his judgment, is subversive of all discipline, and is beneath the dignity of a first-class institution.

Another matter, that, for the good of the institution should be set forever at rest, is the folly that, when a man's only recommen-

dation for a place in Lincoln Institute is that he voted this way or that way, he should have any hope of success. That a candidate for a place in the faculty of a respectable institution should circulate a petition with his own hand, soliciting for five months among shopkeepers and passers-by upon the streets, should mark him as below the dignity of a college professor. Such methods of securing an election to the Lincoln Institute faculty should be repudiated once and for all; that it may be understood henceforth that it is not possible to break into a college faculty with a jimmy.

The scandalous rumors that are afloat in the state, to the effect that incompetent and improper persons can be elected to the first places in the Institute, have not done this institution any good. With colleges for Negro youth established at Sedalia and Macon and Kansas City, Kansas, just on the border, Lincoln cannot afford to take less than the highest ground in all these matters.

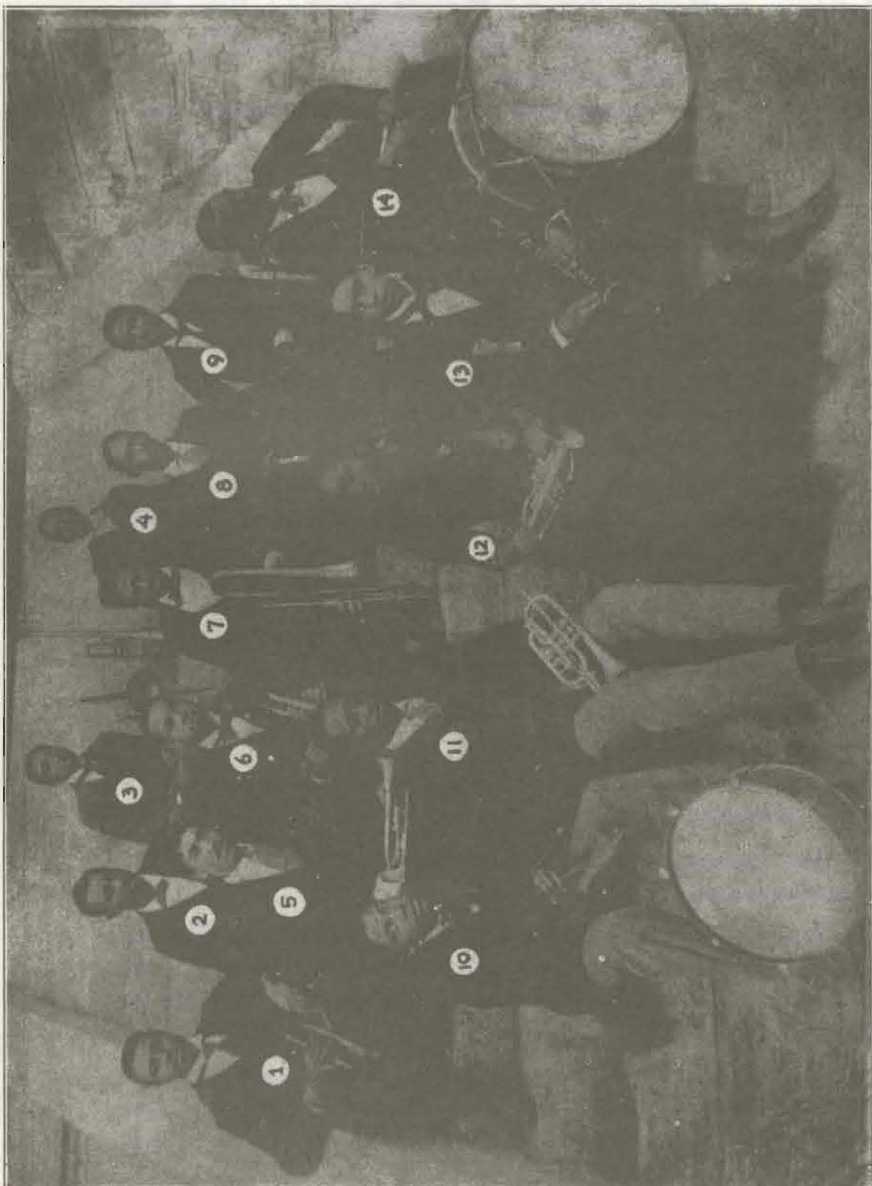
I will not say that the five months of my stay here have been wholly pleasant. They have been as pleasant as could be expected in the general unrest. The students have remained almost as a whole until the close of the year, and the attendance has been large, numbering 253 in all. The general discipline is improved, but needs to be revolutionized. For the accomplishment of this great task, I will not say,

"The times are out of joint—
O, cursed spite, that ever I was born
To set them right."

I have accepted the call to duty and believe that I can succeed in setting them right, if the board is with me in the desire to have them set right. I have assurance in hundreds of testimonials from the best people of the state of their sympathy and support, and it is to this element that Lincoln needs to cater. I would urge that the wishes of the patrons of the school be regarded in all that is reasonable, and that their confidence in the good intentions of the management be preserved. If it is colored students that we desire to draw and hold; it is these parents whose desires should be known and respected.

Very close to this subject is the question of race in the employees of the school; a question very largely discussed throughout the state. I desire to say, that in the institution from which I have come, owned and controlled by colored people as it is, there has always been in the faculty a lady or gentlemen of the Caucasian race, and their presence has been helpful and inspiring.

There is, however, a pride of race in all self-respecting peoples;



LINCOLN INSTITUTE'S FIRST BAND, 1896

1. Otis Shackelford; 2. Gilbert; 3. Bishop Hubbard; 4. Turner Basket; 5. F. E. Cook; 6. Thomas Nevins;
7. Elmer Jackson; 8. Nelson Pryor; 9. Tom Ferguson; 10. Joe Jordan; 11. Thomas Bennett; 12. Zelia Page;
13. William Thompkins, and 14. George Norman.

and it would be a source of great satisfaction to the colored people of the state, and of much inspiration to the students, to see competent colored machinists running the engines and boilers, and caring for the grounds. I would consider this pride laudable, and to be encouraged as a feature of race education.

As to the janitorships, it would relieve considerable friction with the president, and would at the same time materially aid in the support of several students, to restore these to the students as was the practice at one time.

I have written this preface at length because I deem it essential that the board should understand my purposes.

And now I come to the recommendations which I think necessary to the accomplishment of our desires for Lincoln Institute.

I make them independently, not because I have no desire to consult the members of the board individually, but that they may be independent—my own best judgment, unbiased.

Perhaps, with this knowledge, the board will be willing to sink personal preferences and to unite in the common effort for the upbuilding of a great school.

I therefore recommend:

- 1) That the president be appointed for a term of two years, as a means of settling the annual unrest;

- 2) That the election of the faculty and all employees be upon his nomination;

- 3) That he then be held strictly responsible for the success and welfare of the school.

- 3) That the salaries which have been degraded in the last ten years be raised to a fair amount;

- 5) That a vice-president be appointed, with an additional salary for the office, in order that the president may be enabled to be absent in the interests of the institution without detriment to the work;

- 6) That the Chair of Agriculture be established separate from the Chair of Science, with its professor in charge of the farm; and that a sub-experiment station be requested of the United States Department of Agriculture;

- 7) That a professional teacher be made superintendent of the Industrial Department, who shall not only know a trade; but also know something of the principles of instruction;

I quote from State Superintendent Carrington's report (the 52nd) to make clear this difference:

"It will require a higher grade of instructors to handle subjects pedagogically than to teach subject matter. One may be full of technical knowledge, but if lacking in the science and the art of teaching, he cannot hope to arouse much interest."

As proof of this latter statement, it is true that no student in the Industrial Department in recent years has desired to finish the three years' course. It is a very sore matter with the patrons of the school that this best-paid position in the faculty should be assigned to a blacksmith. Many complaints have been made to me by students who have been in the department a year.

8) That a teacher of printing be employed. Nothing so well advertises the school as a first-class printing department;

9) That a teacher of cooking be employed, and equipment furnished. This department is primary among the industries in its importance and value;

10) That a business course of two years, including courses in typewriting and stenography, be established, following upon the studies of the elementary, or sub-normal, department. There are many demands for those proficient in these branches, while the openings for teachers are scarce. Classes in typewriting and stenography are now in operation;

11) That the Summer School be opened June 16, for a term of seven weeks, and be recognized by the board officially;

In the 52nd Missouri Report of Public Schools, the State Superintendent has this to say of the need of continuous sessions of the State Normal Schools:

"The time has come for these institutions to broaden and deepen the work done and to reach a much larger number of teachers. Beginning in 1903, if not in 1902, there must be continuous sessions to accommodate hundreds of young men and women whose services as teachers are in demand for from six to eight months each year."

I recommend as a method of providing for the Summer School, and at the same time of raising salaries as herein recommended, that all salaries in the institution be paid in twelve monthly installments, and the services of teachers and employees be at the disposal of the board the year around. This should begin in September next.

12) That an item for student labor be included in the next appropriation bill for the Institute. This feature is included in the Agricultural Report under the Morrill Act of 1890;

13) That an item on World's Fair Exhibit be also included. Lincoln Institute must not fail in an exposition on its own territory;

14) That an item for building and repairs be also included. The condition of the main building is a reproach to all concerned;

15) That a committee of the faculty under the direction of the state superintendent, revise the catalogue;

16) That in connection with the Summer School a post-graduate course of study, looking to a higher degree, be established;

17) That the Boarding Club continue as at present managed, with the assistance of the farm products;

18) That the farm be improved with necessary fences, out-buildings and stock as the finances will warrant;

19) That the ground immediately to the east and south be acquired for the double reason that the last available building site has been occupied, and that near neighbors are not desirable for a school;

20) That the faculty for the year 1902-1903 be as herein-after named. I desire to command as faithful and efficient of the faculty: Professors Garnett, Murray, Reynolds, Bias, Misses Carney and Grimshaw, and the matrons, Mrs. Anthony and Dupee. Professor Bias has made an excellent record in his first year of teaching, after graduating from both the Normal and College departments. He desires, however, to spend some years in the University of Chicago in perfecting himself for usefulness and we bid him God-speed.

I have here made an honest effort to inaugurate a successful administration of Lincoln Institute.

I have set down naught in malice,

In malice extenuated naught.

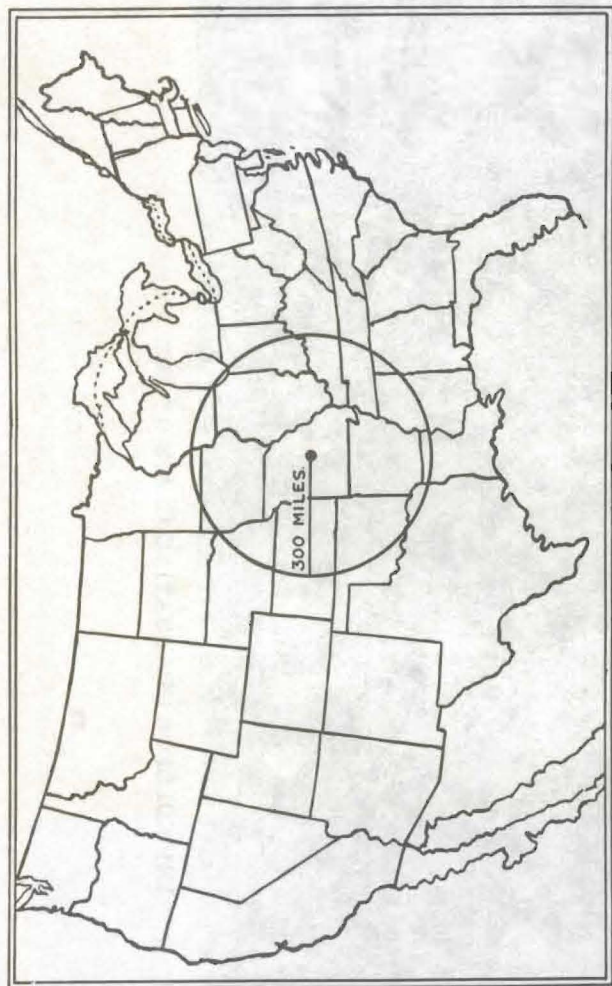
and to it I invite your careful consideration.

Respectfully submitted,

E. A. CLARKE,

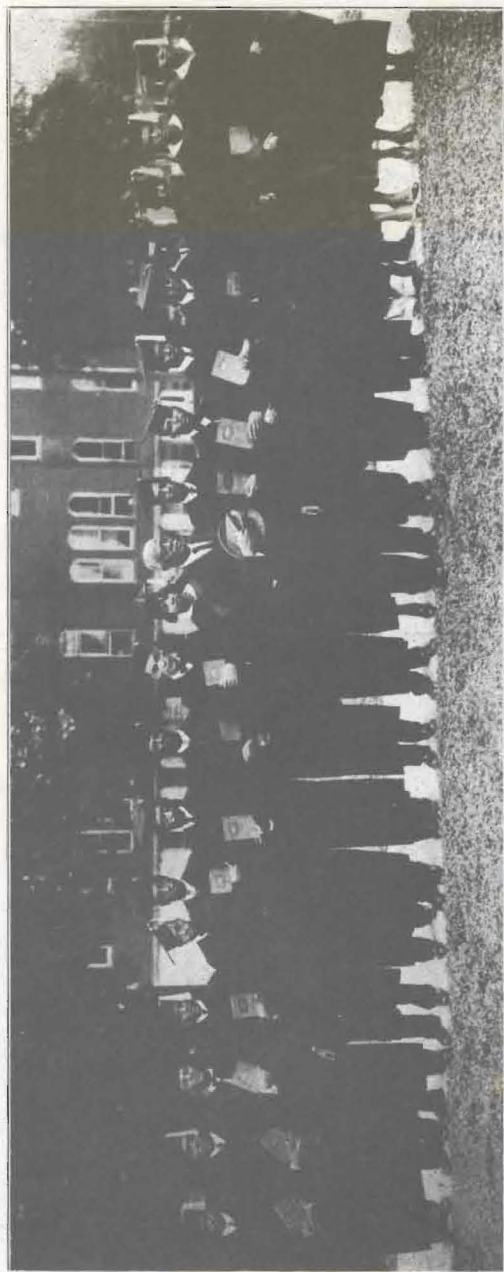
President.

June 12, 1902, Jefferson City, Missouri.



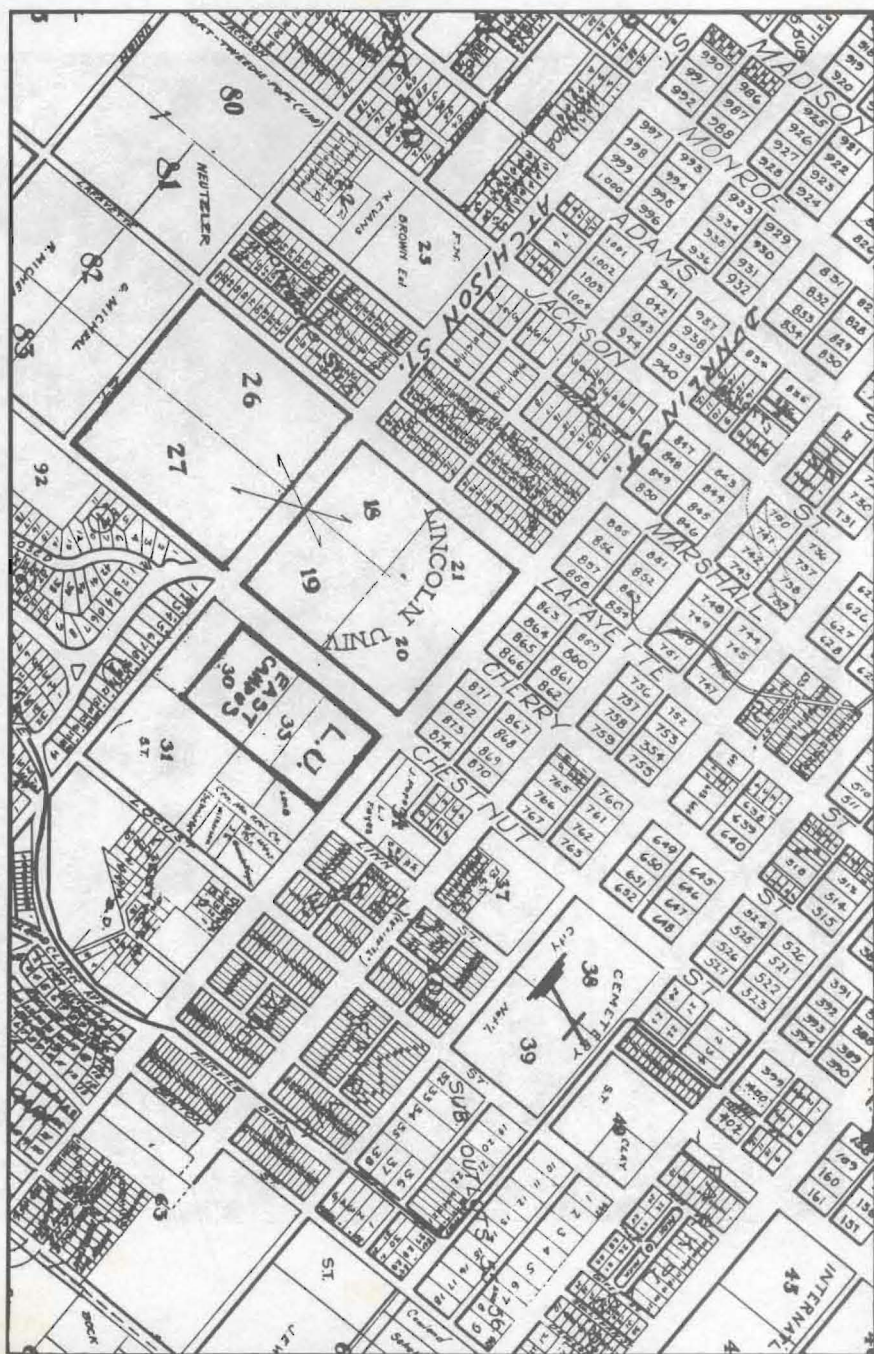
Lincoln University of Missouri is Located in the Heart of the Middle West, and in the Center of a CIRCLE of SERVICE to More than Two Million Negroes Within a Radius of 300 Miles.

Drawn by N. B. Young, President of Lincoln University

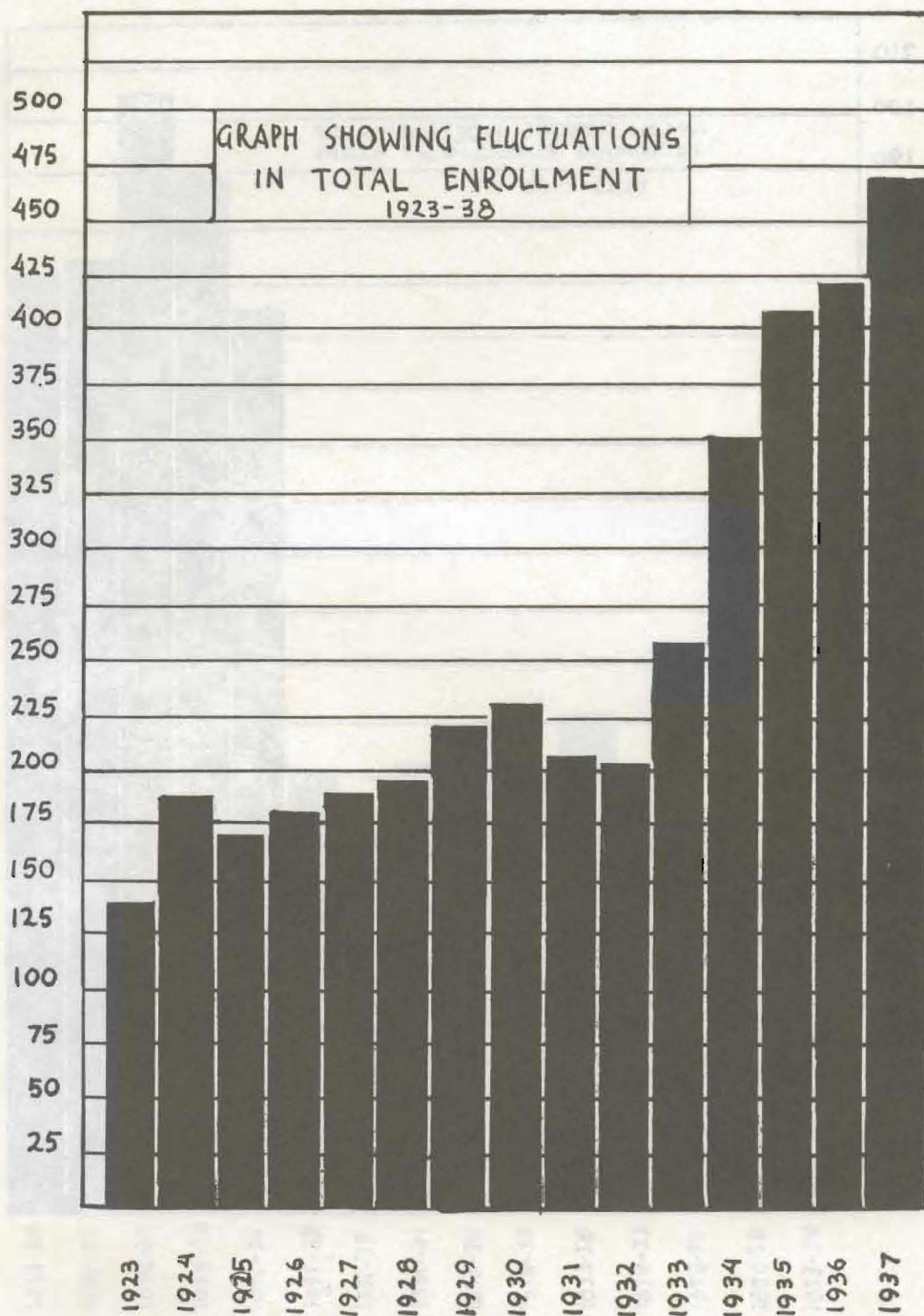


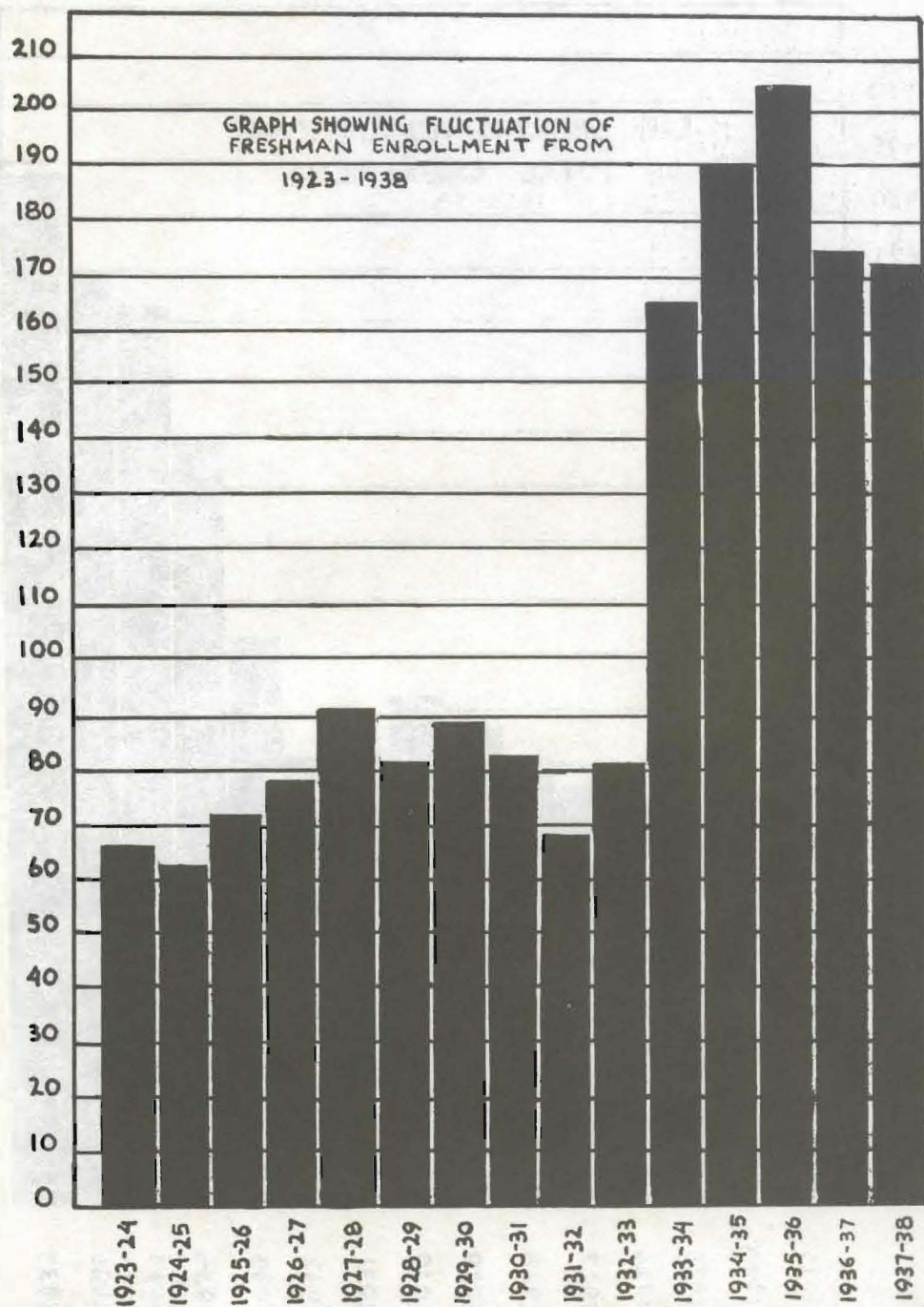
THE COLLEGE GRADUATING CLASS OF 1927

SECTION OF JEFFERSON CITY, MISSOURI



GRAPH SHOWING FLUCTUATIONS
IN TOTAL ENROLLMENT
1923-38

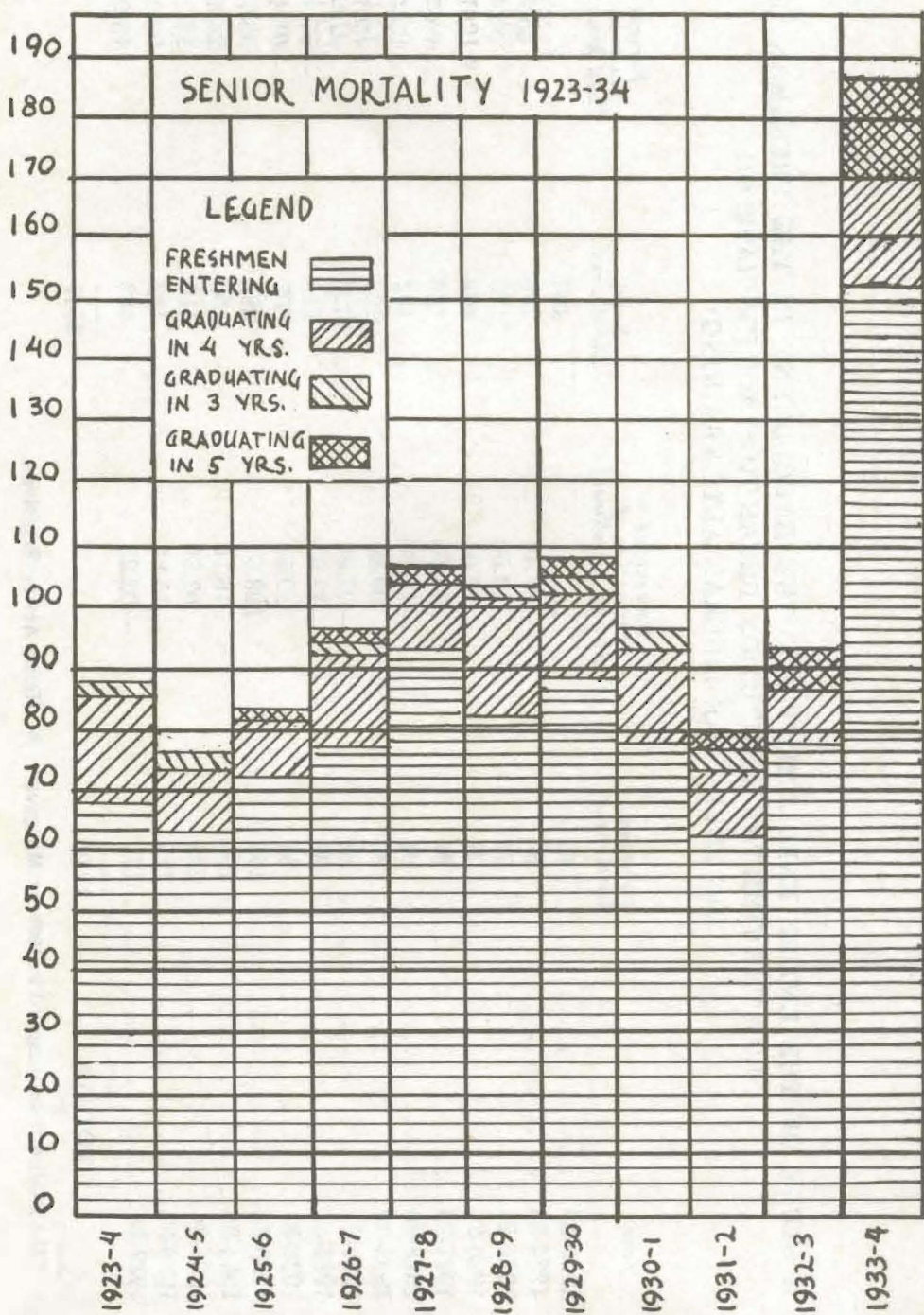




A STUDY OF THE ENTIRE ENROLLMENT AND THE ENROLLMENT IN THE FRESHMAN CLASS
FROM THE TIME THE INSTITUTION BEGAN TO PLACE EMPHASIS ON
THE FOUR-YEAR LIBERAL ARTS TRAINING*

<i>Year</i>	<i>Freshman Enrollment</i>	<i>Percentage Fluctuation of Freshman Enrollment</i>	<i>Total Enrollment</i>	<i>Percentage Fluctuation of Total Enrollment</i>
1923-24.....	67	-----	137	-----
1924-25.....	62	-07.46	186	35.7
1925-26.....	71	14.50	170	08.6
1926-27.....	78	07.04	178	04.7
1927-28.....	91	16.66	186	04.5
1928-29.....	81	-10.98	192	03.2
1929-30.....	89	09.87	223	16.1
1930-31.....	82	-07.86	227	01.8
1931-32.....	68	-17.07	210	-07.4
1932-33.....	81	19.11	207	-01.4
1933-34.....	165	103.6	281	35.7
1934-35.....	190	15.15	350	24.5
1935-36.....	205	07.89	410	17.1
1936-37.....	175	-15.80	422	02.9
1937-38.....	171	-02.28	468	10.9
TOTALS.....	1676		3547	

*The studies were compiled in 1939 by Marguerite W. Hicks, Acting Registrar.



SENIOR MORTALITY 1923-1934*

<i>Year</i>	<i>Freshmen Entering</i>	<i>Graduating in Four Years Number Percentage</i>	<i>Graduating in Three Years Number Percentage</i>	<i>Graduating in Five Years Number Percentage</i>	<i>Total Graduating Number Percentage</i>
1923-24.....	67	18 26.8	1 1.4	0 .0	19 28.3
1924-25.....	61	12 19.6	1 1.6	0 .0	13 21.3
1925-26.....	70	10 14.2	0 .0	1 1.4	11 15.7
1926-27.....	76	14 18.4	2 2.6	2 2.6	18 23.6
1927-28.....	91	12 13.1	0 .0	3 3.2	15 16.4
1928-29.....	81	20 24.6	1 1.2	0 .0	21 25.9
1929-30.....	87	14 16.0	2 2.2	4 4.5	20 23.9
1930-31.....	77	14 18.1	2 2.5	0 .0	16 20.7
1931-32.....	61	10 16.3	3 4.9	5 8.1	18 29.5
1932-33.....	76	9 11.8	0 .0	6 7.8	15 19.7
1933-34.....	150	18 12.0	0 .0	14 9.3	32 21.3
TOTALS.....	897	151 16.8	12 1.3	35 3.9	198 22.0

*The studies were compiled in 1939 by Marguerite W. Hicks, Acting Registrar.

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